# MANUAL

(CONTAINING COURSE OF STUDY)

## ELSON FOURTH GRADE READER

BY

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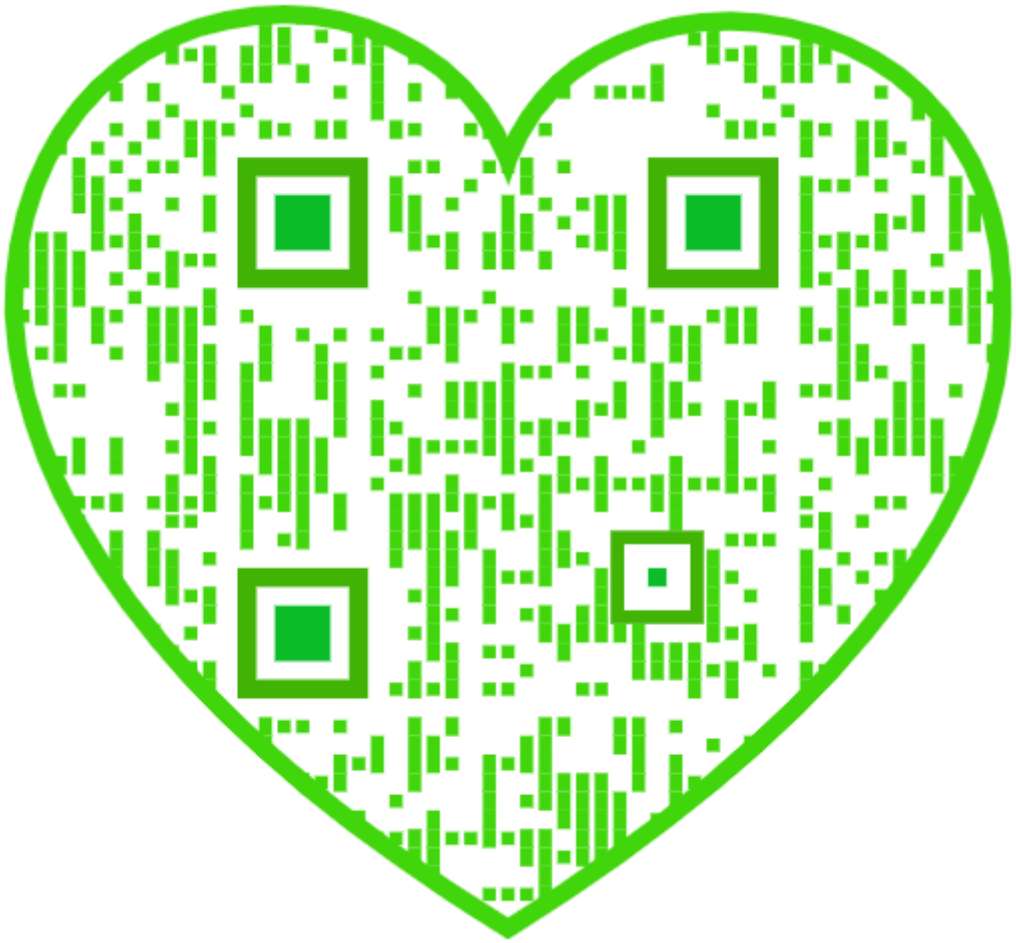

## INTRODUCTION

This Manual has been prepared in the belief that reading is the most important subject in the curriculum, and that to teach it effectively requires careful daily preparation. In the congested program of studies incident to the present-day school, such preparation has become exceedingly burdensome to the teacher. The author hopes to lighten this task by providing ready-to-use material which may be freely drawn upon.

Part One contains "A Course of Study" and "Suggested Groupings." Obviously, a Reader in which the material is organized cannot be studied throughout, page by page. Because of this fact, the Manual provides a "Course," which is intended to "blaze a pathway" through the book, having regard for sequence, variety, and flexibility. In the "Suggested Groupings," the selections are arranged according to theme, or according to various phases of adaptability, as, Memorizing, Readings by Teacher, Public Recitation, and Dramatization. Among the factors that make for efficiency in the teaching of reading, the purposeful organization of material holds a prominent place.

Part Two consists of "Practical Suggestions." These are intended to emphasize the essentials in good teaching. Primary reading in recent years has progressed mainly along the line of *method* rather than *material*. The present demand is that the school shall lay emphasis upon *content*, giving the child worth-while literary possessions.

Part Three deals with "Lesson Plans." The aim here is to give such ready helps, by means of questions, suggestions, explanations, and word-lists, as satisfy the requirements of the various selections. Suitable words to add to the children's vocabulary have been chosen for each lesson, as well as words for drill in pronunciation, spelling, and meaning. These will aid in establishing correct usage and in insuring systematic growth of vocabulary.

In preparing this Manual, the aim has been to suggest ways of helping the child to overcome the difficulties which lie in the way of his understanding and appreciating good literature. Explanations and suggestions alone will not do this, but they will be of great service in creating conditions which make for genuine pleasure in reading good poetry and prose. Everything possible must be done, first to command the child's interest in the selection, and second to awaken his admiration for it. The teacher's expressions of pleasure in the piece, if genuine, will go far toward stimulating a like feeling in the minds of the children.

The Helps in the Reader itself and the whole content of the Manual are simply hints as to ways by which the teacher may lead her pupils into the realm of good literature, whether in prose or verse.

THE AUTHOR.


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# PART ONE

## A COURSE OF STUDY: SUGGESTED GROUPINGS

The following course is outlined with reference to a sequence of lessons and a progressive development; a certain balance between long and short selections and between prose and poetry; a proper placement of seasonal and festival pieces; and a due regard for variety. The course is flexible and may be modified to meet varying conditions in which reading is made incidental and supplemental to other activities of the school,—such as a field excursion, a current happening, or an immediate problem in ethics.

### A COURSE OF STUDY

*FIRST HALF YEAR*

HOW THE CHIPMUNK GOT ITS STRIPES (143)
THE QUEST (33)
BEES AND FLOWERS (149)
THE BEE AND THE FLOWER (152)
BOB WHITE (148)
THE WISE JACKAL (82)
THE FOOLISH JACKAL (87)
HOW THE LEAVES CAME DOWN (136)
TALKING IN THEIR SLEEP (138)
THE TREE (140)
INTRODUCTION TO FAMOUS WORLD HEROES (189)
BEOWULF, THE BRAVE PRINCE (191)
THE SINGING LESSON (146)
HUMILITY (147)
THE SQUIRRELS AT WALDEN (141)
NO BOY KNOWS (20)
A FAREWELL (21)
RUMPELSTILTSKIN (75)
THAT CALF (109)
PIONEER TALES (38)
EARLY SETTLERS (44)
THE FIRST THANKSGIVING DAY (50)
WE THANK THEE (255) } ..... THANKSGIVING DAY
PROVERBS OF SOLOMON (62)
WHAT THE WOOD-FIRE SAID (35)
A WONDERFUL WEAVER (163)
MISHOOK, THE SIBERIAN CUB (164)
BIOGRAPHY OF WHITTIER (257)
THE DROVERS (258)
THE FISHERMEN (261) } ..... WHITTIER'S BIRTHDAY, DEC. 17
THE FISH I DIDN'T CATCH (263)
THE CHRISTMAS FAIRY AND SCROOGE (122)
BIOGRAPHY OF FRANKLIN (249)
THE WHARF (251)
PROVERBS FROM "POOR RICHARD'S ALMANAC" (252) } ..... FRANKLIN'S BIRTHDAY, JAN. 17
A TRICK FOR DOING GOOD (253)
SIGURD, THE YOUTHFUL WARRIOR (210)

DANIEL BOONE (47)
A BRAVE BOY'S ADVENTURE (113)
LORD CORNWALLIS'S KNEE-BUCKLES (7)
A STORY OF THE FLAG (14)
A SONG FOR FLAG DAY (12)
ABRAHAM LINCOLN AS POSTMASTER (17) ....LINCOLN'S BIRTHDAY, FEB. 12
A GLIMPSE OF WASHINGTON (10) .....WASHINGTON'S BIRTHDAY, FEB. 22
BIOGRAPHY OF LONGFELLOW (266)
DAYBREAK (267)
RAIN IN SUMMER (267)
HIAWATHA'S FISHING (269)
.....LONGFELLOW'S BIRTHDAY, FEB. 27
THE NUREMBERG STOVE (89)
THROUGH THE LOOKING-GLASS (63)
THE BLUEBIRD (145)
ROLAND, THE NOBLE KNIGHT (229)
THE BROOK-SONG (160)
THE RIVULET (161)
RAINING (162)
THE CHILD'S WORLD (159)
A DOG OF FLANDERS (22)
THE QUANGLE WANGLE'S HAT (72)
A BOY'S SONG (19)
THE FLAX (155)
PLANTING THE TREE (135) .....ARBOR DAY
A SECRET (153)
AGREED TO DISAGREE (111)
BIOGRAPHY OF HAWTHORNE (276)
THE SUNKEN TREASURE (277)
THE MIRACULOUS PITCHER (284)
LITTLE BROWN HANDS (32)
EVENING AT THE FARM (30)
MAY (138)
BIOGRAPHY OF EMERSON (254)
WE THANK THEE (255)
A FABLE (256)
.....EMERSON'S BIRTHDAY, MAY 24
A SONG FOR FLAG DAY (12) .....FLAG DAY, JUNE 14
THE MONTHS—A PAGEANT (176)

## SUGGESTED GROUPINGS

In the Elson Readers the selections are grouped according to theme. Such an organization of material aids teachers in making a comparative study of selections that have similarities in fancy, or form, or ethical lesson. Different authors have written upon a given theme; the pupils wish to compare their fancies; grouping makes this easily possible. For example, in the poems *The Brook-Song*, p. 160, and *The Rivulet*, p. 161, both poets picture the stream as being happy, as singing songs of summer's gladness, and as bearing messages of joy on its current. One fancies the stream with "a happy look, a merry manner," and with ripples which "run like laughing children in the sun." The other fancies the stream is bearing "to the meadow the hymn of the pines, and the echo that rings where the waterfall shines."

If children are to see and enjoy these and similar comparisons, the material must be arranged according to a plan, with selections organized for purposes of such study. Moreover, season and festival pieces should be read in season. This arrangement aids in creating a class spirit in harmony with the theme. For example, to read in midwinter *The Brook-Song* and *The Rivulet*, poems that symbolize

summer's gladness—is to lose their impressive effect upon the children. To read a Christmas story in June would be equally absurd. There are many selections in which the seasonal element is wanting, but thoughtful teachers will always organize their material with reference to a purpose. As suggestive examples of such an organization, the following groupings are offered:

### Selections for Memorizing

A SONG FOR FLAG DAY (12,—FIRST AND SECOND STANZAS)
HOW THE LEAVES CAME DOWN (136)
MAY (138)
LITTLE BROWN HANDS (32,—FIRST AND FOURTH STANZAS)
A FAREWELL (21)
NO BOY KNOWS (20,—FIRST AND FOURTH STANZAS)
A BOY'S SONG (19)
PROVERBS OF SOLOMON (62)
THE RIVULET (161)
RAINING (162)
THE TREE (140)
PLANTING THE TREE (135)
HUMILITY (147)
BOB WHITE (148)
THE QUEST (33)
WHAT THE WOOD-FIRE SAID (35)
THE BROOK-SONG (160,—FIRST AND THIRD STANZAS)
A WONDERFUL WEAVER (163)
THE CHILD'S WORLD (159)
WE THANK THEE (255)
RAIN IN SUMMER (267)
TALKING IN THEIR SLEEP (138)
THE BLUEBIRD (145)
THE MONTHS (176,—SHORT SELECTIONS FROM)
HIAWATHA'S FISHING (269,—FIRST PAGE)
DAYBREAK (267)

### Selections for the Teacher to Read to Pupils

A SONG FOR FLAG DAY (12)
EVENING AT THE FARM (30)
NO BOY KNOWS (20)
HOW THE LEAVES CAME DOWN (136)
BOB WHITE (148)
THE BROOK-SONG (160)
THE QUANGLE WANGLE'S HAT (72)
TALKING IN THEIR SLEEP (138)
THE TREE (140)
THE CHILD'S WORLD (159)
AGREED TO DISAGREE (111)
THAT CALF (109)
THROUGH THE LOOKING-GLASS (63)
WHAT THE WOOD-FIRE SAID (35)
BEOWULF, THE BRAVE PRINCE (191)
SIGURD, THE YOUTHFUL WARRIOR (210)
ROLAND, THE NOBLE KNIGHT (229)

### Dramatized Selections

THE FIRST THANKSGIVING DAY (50)
THE CHRISTMAS FAIRY AND SCROOGE (122)
THE MONTHS—A PAGEANT (176)

## Selections Suitable for Public Recitations

THE TREE (140)
PLANTING THE TREE (135)
THE SINGING LESSON (146)
A WONDERFUL WEAVER (163)
THE CHILD'S WORLD (159)
THE BLUEBIRD (145)
MAY (138)
EARLY SETTLERS (44)
A SONG FOR FLAG DAY (12)
DANIEL BOONE (47)
THAT CALF (109)
A FABLE (256)
RAIN IN SUMMER (267)
THE FISHERMEN (261)
EVENING AT THE FARM (30)

## Selections Grouped According to Theme

*ARBOR DAY:*

PLANTING THE TREE (135)
THE TREE (140)
MAY (138)

*THANKSGIVING DAY:*

THE FIRST THANKSGIVING DAY (50)
WE THANK THEE (255)
EARLY SETTLERS (44)

*CHRISTMAS DAY:*

THE CHRISTMAS FAIRY AND SCROOGE (122)
THE MONTHS—A PAGEANT (176)

*FLAG DAY:*

A SONG FOR FLAG DAY (12)
A STORY OF THE FLAG (14)

*WASHINGTON'S BIRTHDAY:*

A GLIMPSE OF WASHINGTON (10)
LORD CORNWALLIS'S KNEE-BUCKLES (7)
A BRAVE BOY'S ADVENTURE (113)

*LINCOLN'S BIRTHDAY:*

ABRAHAM LINCOLN AS POSTMASTER (17)

*ADVENTURE:*

MISHOOK, THE SIBERIAN CUB (164)
THE NUREMBERG STOVE (89)
RUMPELSTILTSKIN (75)
A BRAVE BOY'S ADVENTURE (113)
THE SUNKEN TREASURE (277)
THE MIRACULOUS PITCHER (284)

*GREAT HEROES:*

BEOWULF, THE BRAVE PRINCE (191)
SIGURD, THE YOUTHFUL WARRIOR (210)
ROLAND, THE NOBLE KNIGHT (229)

*STORIES OF THE SEA:*

THE FISHERMEN (261)
THE SUNKEN TREASURE (277)

*HOSPITALITY:*

THE MIRACULOUS PITCHER (284)
A DOG OF FLANDERS (22)

*COUNTRY LIFE:*

EVENING AT THE FARM (30)
LITTLE BROWN HANDS (32)
A BOY'S SONG (19)
BOB WHITE (148)
THE BROOK-SONG (160)
A WONDERFUL WEAVER (163)
RAINING (162)
THE SQUIRRELS AT WALDEN (141)
THAT CALF (109)
AGREED TO DISAGREE (111)
THE FISH I DIDN'T CATCH (263)
THE DROVERS (258)

*HISTORY:*

PIONEER TALES (38)
LORD CORNWALLIS'S KNEE-BUCKLES (7)
A BRAVE BOY'S ADVENTURE (113)
EARLY SETTLERS (44)
DANIEL BOONE (47)

*JOY:*

A BOY'S SONG (19)
THE BLUEBIRD (145)
MAY (138)
BOB WHITE (148)
THE BROOK-SONG (160)
THE RIVULET (161)

*HOPE:*

RAINING (162)
LITTLE BROWN HANDS (32)
WHAT THE WOOD-FIRE SAID (35)
TALKING IN THEIR SLEEP (138)

*LOVE:*

HOW THE CHIPMUNK GOT ITS STRIPES (143)
THE NUREMBERG STOVE (89)

*HUMOR:*

THROUGH THE LOOKING-GLASS (63)
THE QUANGLE WANGLE'S HAT (72)
THE WISE JACKAL (82)
THE FOOLISH JACKAL (87)
THAT CALF (109)

*WONDER:*

THE CHILD'S WORLD (159)
A WONDERFUL WEAVER (163)

*HELPFULNESS:*

THE FLAX (155)
A GLIMPSE OF WASHINGTON (10)
A DOG OF FLANDERS (22)
A TRICK FOR DOING GOOD (253)
THE SINGING LESSON (146)
THE RIVULET (161)
BEES AND FLOWERS (149)
A FAREWELL (21)

# PART TWO

## PRACTICAL SUGGESTIONS

### How Reading Differs from Other School Studies

Reading has for its aim æsthetic beauty—beauty of language, imagery, and thought—while other school subjects deal primarily with information and seek utilitarian ends. Except music and art, reading is the only study which by its appeal to the sense of beauty, to the imagination, and to the emotional life of children, refines and spiritualizes their natures. It is a counteracting influence to the hardening effects of drill studies. It is, therefore, a serious mistake to allow the reading lesson to degenerate into mere "reading for information." The period of the regular reading lesson should be reserved for giving to the children literary possessions, and for filling their minds with those beautiful imaginative pictures which Wordsworth tells us are "the bliss of solitude."

The facts of life with which literature deals are "dressed up," set in a picture, as it were, by the magic touch of the imagination. Thus Hawthorne tells us of daybreak in this imaginative way:

"Day had hardly peeped over the hills."

In literature the homely objects of everyday life are given beauty and new meaning by means of poetic fancies and figures. Language itself is made beautiful by means of rhyme, rhythm, refrain, alliteration, and pleasing combinations of sounds.

In reading, therefore, the teacher should look for gains, not in the number of facts acquired, but in results of an æsthetic kind—gains in the child's ability to see and to appreciate beauty of language and figures of speech; gains in the child's store of mental pictures and in the picture-making power; gains, too, in emotional experience and in

strength of moral judgments. At the same time the wise teacher will stimulate a corresponding progress in ability to grasp literary structure—the plan or plot.

Now, beauty of conduct appeals to our emotions quite as much as beauty of expression. A courageous deed or an unselfish act on the part of characters whom children meet in literature touches their emotions and kindles their strong admiration. In this way the children's horizon of experience is steadily expanded and their moral judgments quickened through stories and poems read in school.

Thus reading seeks a different kind of result from that sought in other studies, for it stimulates and trains the imagination, the emotions, and the character in a way peculiarly its own.

### The Right Kind of Reading Material

*Interesting material is the most important factor in teaching children to read.* What kind of literature grips the interest and holds the attention continuously for long periods of time? Unquestionably it is literature that is strong in the story element; it is the plot that interests. Children read to find out "what is going to happen next" in the story; informational material does not satisfy them. Reading for information and for reading's sake results in mere word-calling, because children are not genuinely interested in it. Moreover, literature, to interest children, must be imaginative; it must enter their make-believe world and transform common-place objects into the fanciful; it must recall experiences of their own; it must satisfy their love for action; it must appeal for approval or disapproval to their emotions of joy, love, hate, pride and the rest. With such literature, children read for something which appeals to them as worth while, and they are repaid by a satisfying story.

### The Importance of Clear Understanding

It goes without saying that children are to understand what they read. This has to do with the meaning and use of words; the finding of the central thought of the selection; the effect of certain phrases, clauses, and sentences; and a definite grasp of allusions, idioms, comparisons, and figura-

tive expressions. Childhood is a period of rapid growth of ideas and there is a corresponding growth of vocabulary. Children are learning to pronounce words correctly; to put more and more "content" into them as experience widens and deepens; to observe the aptness of the words used in their reading and to be more exact in their selection and use. The teacher is constantly challenging the pupil for the meaning of expressions which he meets in the reading lesson. Good practice requires that pupils shall first determine the meaning of words from their use in the context, and then verify and correct this opinion by reference to the WORD LIST in the back of the Reader. Similarly, the HELPS TO STUDY, containing explanatory and suggestive notes, will be found in the back of the book. These aids make it possible for the teacher to send children to simply-stated sources of information, where they can help themselves and in this way make the preparation of the reading lesson meaningful and effective. Systematic effort on the teacher's part to incorporate into the pupil's working vocabulary, *one or two words* in connection with each selection will yield perceptible gains in the growth of vocabulary. This means varied use of the word chosen, together with drill upon it. Suggested "vocabulary" words are listed in Part Three. Care has been taken to select only such words as serve the daily needs of children of this grade.

### Reading Aloud: Having an "Audience"

There is not enough reading aloud in school. Large classes and limited time-allotment serve to minimize the practice in oral reading afforded each pupil. Nor have teachers succeeded in using the home as an aid in giving this needed practice. Yet, as an important factor in teaching, oral reading ranks next to interesting material and clear understanding.

Reading aloud means delivering a message to other persons. It therefore presupposes an interested audience. In school such an audience is usually wanting. This fact accounts for much of the dull, uninteresting, monotonous reading which prevails in many schools. When all the children have the same selection before them, the reader knows that he brings his classmates no message; that he has no real

listeners; that there is no valid reason for his reading aloud. The remedy is to convert the class into listeners, into a genuine "audience." To secure this result, have all books closed and bring the reader in front of his classmates. This makes an efficiency test for the entire school, since the efficient reader must hold the attention of his listeners, and the efficient listener must get the thought by ear. When the reader knows that his hearers must depend wholly upon him for the meaning of his story, he feels a deep sense of responsibility. The "School Reading Club," discussed on page 20, should be supplemented by similar lessons in which individual pupils read entire short selections or divisions of pieces, preferably their favorites, to the class, while the other children, with closed books, are listeners. In such cases, pupils should be encouraged to note, while the reading is in progress, words or phrases which they do not understand. As has already been said, an interested audience is a prime requisite for reading aloud, and the school must set the conditions so as to provide it.

### Thought-Getting and Thought-Giving

Reading is a thought-getting and a thought-giving process. Though the child's attention must in the early stages be given largely to word-control, yet this is never an *end,* but always a *means* of thought-getting. For children cannot be said to read unless they get thought; word-getting is not reading. Those who use systems of word-control have especial reason to guard against the dangers of over-emphasizing word-calling. Good teachers wisely hold a separate exercise for word-study, leaving the regular reading lesson for practice in thought-getting. When the children have gained the thought, they are asked to interpret it to others. In the beginning, these two phases—thought-getting and thought-giving—are separated. For only by having pupils attend to one process at a time does the teacher save them from a train of bad habits, chief of which is word-calling. The value of the practice of reading by phrase or sentence rather than by words cannot be too strongly emphasized. Thoughtful teachers, in order to strengthen the feeling for the sentence-unit, prohibit pupils from pointing at the words as they read. Instead, they ask pupils to glance at the sentence and then, with closed books,

to reproduce the thought. A good maxim to hold before the class is, "Be sure to get the thought before you attempt to express it."

### Imitative Reading

Children learn by imitation. This is no less true in reading than in manners and conduct. But imitation presupposes something to imitate, a model. The teacher must furnish the model of correct and effective expression. To rely wholly upon class models in reading is to fail of securing the highest results. A standard of good oral reading must be set by the teacher. It frequently happens that children cannot express well what they understand clearly, just as they cannot always register the accent on the right syllable in pronouncing a word, even when they know perfectly well which syllable should be uttered with accent. Such occasions offer the teacher opportunity to read for the children the difficult line or sentence or stanza. In poetry, dialogue, and dramatized pieces, the teacher can furnish the model by reading alternate lines or parts with the children, thereby setting the ideal of expression by reading different sentences from those read by the pupils. Occasionally, too, the teacher should read an entire poem or prose story to the children.

### Story-Telling

Story-telling holds a commanding place in the primary grades. It is a natural method of early training, for children enter school in full control of the machinery of learning by ear. The school sometimes forgets this and neglects story-telling. To children, it is the most pleasing method of instruction, for by it they are relieved of the burdensome difficulties which claim their attention in reading. They can give the imagination full play, and are in this way enabled to hold in mind both the entire story and the parts or incidents which compose it. Moreover, they can follow the run of events in the story without the handicaps which, in reading, submerge them in the maze of words on the printed page. Again, story-telling has great value as a means of varying the reading lesson. Finally, it offers an

effective method for giving pupils the thread of a selection before they begin to study it in detail.

### Dramatized Selections

Stories arranged in dramatic form appeal strongly to children. Selections treated in this way give a reality and a vividness not to be secured by any other means. They are particularly helpful in impressing upon pupils the successive steps in the plot-development.

In this Reader, three stories are presented in dramatized form. These not only are well adapted for responsive reading, but also meet the requirements of festival occasions,—providing effective plays for purposes of entertainment.

*The First Thanksgiving Day, The Christmas Fairy and Scrooge,* and Rossetti's, *The Months,* are all strong in dramatic quality. While they may be rendered to good advantage in the classroom, without the aid of stage or costume, they also lend themselves equally well to a more elaborate presentation. In either case the parts should be thoroughly memorized by pupils. While this requires time, it is to be noted that these selections have an ethical quality, the influence of which abundantly justifies the time expenditure.

### Memorizing

Children should memorize and recite many of the shorter poems, particularly those having beauty of rhythm, of thought, or of imagery. The requirements of seasonal and festival occasions, and of variety and humor, furnish motives for learning poems of nature, of fancy, of patriotism, and of fun. Through memorizing and reciting, pupils grow in power both to appreciate and to express. Not only should the poems chosen be worthy as poetry, but they should be within the comprehension of the children. The primary grades are the golden age for memorizing. But this faculty should be focused upon thoughts rather than upon words. This means that the mental pictures must be vivid; indeed the first step in memorizing is to get the meaning; the rest is then an easy problem. For children should be guided by the thought-structure and not by the mere arbitrary memory of words. Since the child's natural way of learning is by ear, the teacher may well read aloud

lines or stanzas to be memorized and have the pupils repeat them after her. Occasionally a good reader in the class may be chosen for this purpose instead of the teacher.

### Summarizing Literary Possessions

From time to time, pupils should be asked to make from memory lists of stories and poems they have read in school. Later they should verify and correct these lists by comparing with the Reader, classifying the selections according to any criteria that appeals to them—as prose and poetry; stories and poems of patriotism, of courage, of Nature, of kindness, of perseverance, etc.; those by authors they particularly like; their favorite poems; their favorite stories, etc. Such a plan serves to organize their reading and to keep alive in their memories selections which they would otherwise lose sight of. Moreover, the habit of making a summary stimulates pupils' pride in, and appreciation of, their rich and growing store of literary possessions.

### Reading Favorite Selections

An occasional lesson should be given, in which children call for their favorite selection to be read in class, or in which each pupil reads his favorite piece to the class. Thoughtful teachers occasionally ask the question, "What shall we read next, children?" Such an exercise furnishes children an opportunity to express their preferences and to show their standards of taste. In this way, too, they come to make familiar friends of some genuinely worthy pieces of literature. Such pieces do not suffer by being read again and again. The classroom should help pupils to establish a discriminating taste, for outside the school this fixes their standard of selection. The beauty they find in the literature read in school will have much to do in determining this standard.

### The Personal Touch

In teaching literature, particularly poetry, it is desirable to establish a vital connection between the pupils and the selection. It is the personal touch of interest that counts. Knowing this, the wise teacher seeks to establish this personal relation by recounting experiences of her own which are similar to those described in the poem. She

has seen what the character in the poem saw, or something quite like it; so she tells about it. Better still, she calls out the experiences of the children, in which they have seen the objects described. These personal touches add greatly to the pupils' interest, and serve to give a sense of reality to the incidents treated in the selection. Children, by having their own experiences revived, are enabled to realize in imagination the events read about. In such descriptive poems as *Little Brown Hands*, and *Evening at the Farm*, the need for establishing this vital connection is apparent.

### Children's Limited Experience

Literature which deals with experiences wholly foreign to the children must be made meaningful to them by other methods. In such cases the teacher must provide experience. She must directly by means of objects, or indirectly by means of pictures, supply the necessary concrete experience, at the time the children are asked to interpret the word-symbols for such concepts. Without clear mental images corresponding to the word-symbols, reading degenerates into mere word-calling. It is a common mistake to assume that children know certain objects and that the printed names of these objects call up their appropriate mental pictures, when in fact the words suggest no mental images whatever. A safe maxim for the teacher, here, is "Be sure that the pupils have mental images corresponding to the words they read." City children are particularly limited in their sense training of objects in Nature, and the teacher is in danger of taking for granted experience on their part which they have never had. Reading is picturing,—that is, forming mental images.

### Home Reading Club

The school should utilize the home as an aid in teaching children to read. This can be done by fostering "Home Reading Clubs," in which the pupil reads aloud each evening the fascinating tales in the school Reader to mother, father, sister, brother, who form an interested audience. All the conditions requisite to good oral reading are then present. What child would not be glad to reproduce in the home the most pleasure-giving lesson of the day in

school? What home would not find pleasure and profit in such an exercise in reading aloud, especially when it realizes that reading by the child under these conditions for ten minutes yields more practice than he gets at school in a whole week? The teacher can aid by urging the plan upon mothers and by keeping a weekly record of the selections read by each child in the "Home Reading Club." As home study the plan is excellent. The school should use the home in teaching the child to read and in fostering the habit of reading aloud.

### School Reading Club

The teacher should utilize in school the reading which children do outside of class. Encourage pupils to bring to the recitation selections they have read outside which bear upon the theme of the reading lesson. Set apart one period every two weeks for the reading of the fine pieces which children have found and like, the teacher naming in advance certain children for the bi-weekly exercise. In the meantime, the pupils assigned prepare to read well their chosen pieces. To have a pupil equip himself to read before his classmates an entire story or poem, bringing a pleasing message to them, is to set the conditions for calling forth his best effort. One such exercise counts for more in his development as a reader than would result from many lessons of the usual type. The teacher is censor and chooses carefully among the pieces offered. The plan can be varied by having pupils report on selections, giving in their own words a description of the piece. This may be called the "School Reading Club."

### Assigning the Lesson

The importance of the lesson-assignment, a fundamental factor in successful teaching, is frequently underestimated. The wise teacher comes to class ready to make assignment for the next day's lesson. She takes adequate time to go into details with pupils in regard to the things they are to prepare upon. No better use of her time can be made. Mistakes in assignment are usually due to haste and unpreparedness on the teacher's part. Too often the assigning of the lesson is set aside with the words, "Take the next two pages," etc However, if the lesson is to be effective, the

text-assignment should represent a thought-unit,—a natural division of the selection. Moreover, in her directions to pupils, the teacher should distinguish between the things which they can do by their individual efforts, and the things for which they need classroom guidance. "Take the next two pages" does not mean much to pupils.

In this Reader, explanatory and suggestive questions are found under the heading, HELPS TO STUDY. These should be made a definite part of the assignment. It will be noticed that many of these questions are re-stated in Part III of the Manual. This is done with the distinct purpose of ensuring that all phases of the assigned lesson will be discussed in the recitation. In addition to the points brought out in HELPS TO STUDY, the Manual contains, in Part Three, many other questions and suggestions to stimulate observation and inquiry. These may well be written upon the blackboard for the pupils, as a further part of the assignment.

### What Preparation Can Pupils Make?

*First,* pupils can read carefully the text of the thought-unit assigned. They can list words, the pronunciation or meaning of which they are doubtful about; also sentences, the meaning of which they do not understand.

*Second,* they can learn the correct pronunciation and spelling of words which the teacher, recognizing as difficult in spelling, pronunciation, or meaning, has assigned them.

*Third,* they can write the definition of certain words and phrases, giving the meaning they think apt from the use in the context. Then, in a parallel column they can verify this list, correcting by reference to the WORD LIST.

*Fourth,* they can, in like manner, write their own interpretation of certain allusions and comparisons assigned by the teacher, using the explanatory notes found in HELPS TO STUDY for verifying and correcting. They can also prepare questions on the lesson designed to bring out the chief points of interest and value. They can prepare answers to questions assigned by the teacher, giving their opinions or preferences relative to word-pictures or passages which express beauty of melody or of fancy.

# PART THREE

## LESSON PLANS

The five steps given below are intended as a convenient plan for developing the various phases of the recitation, including the lesson-assignment and class treatment of the selections in the Reader.

**First Step**—*(Previous day)*—ASSIGNMENT OF NEXT DAY'S LESSON:

The teacher awakens interest in the selection by relating some of the incidents and by asking a few questions. She assigns part (a thought-unit) or all of the piece to be read carefully and studied, asking pupils to prepare upon points definitely assigned. See "Assigning the Lesson," p. 20, and "What Preparation Can Pupils Make?", p. 21. Under each selection in this Manual, words are listed for drill in spelling, pronunciation, and meaning. In order to develop ability to sense word-meanings, pupils first give their own definition, determined by a study of the context; then they verify and correct this definition by reference to the Word List. For example, the word *quarters* on p. 23:

| (a) | (b) |
|---|---|
| *From Context* | *From Word List* |
| tent or camp | place of lodging of soldiers |

**Second Step**—*(Intervening time)*—PUPIL'S PREPARATION:

Pupils read carefully the text-assignment. They find answers to the assigned questions and learn the pronunciation, spelling, and meaning of words, using the Word List to aid them. They prepare themselves upon such allusions, comparisons, and questions relating to the interpretation of the text, as are pointed out by the teacher in her assignment. (The Word List and Helps to Study furnish data which will enable pupils to make the preparation of the reading lesson effective.)

**Third Step**—*(Recitation hour)*—GETTING THE CENTRAL THOUGHT OF THE SELECTION:

The teacher tells the story briefly; or she reads it aloud, merely for the story. For the sake of variation, one or more pupils may be asked to tell or read the story.

**Fourth Step**—STUDYING THE LESSON IN CLASS:

The teacher finds out what pupils know, and extends and deepens this knowledge. As each passage is studied, it is read to bring out the correct expression.

**Fifth Step**—READING THE LESSON ALOUD IN THE LIGHT OF THE ABOVE STUDY.

The entire selection is read for the pleasure of the story, to give unity to it, and to gain practice in oral reading.

## LORD CORNWALLIS'S KNEE-BUCKLES

In the Revolutionary War the American Colonies fought for freedom from Great Britain. On which side were Anne's father and brothers?
Why were they called "rebels"?
Tell about Anne's pet cow.
Can you think of reasons the British soldiers had for taking wheat, corn, horses, and cattle from the farmers?
Can you tell of other hardships that war causes?
Note the figurative use of the word "galloped," p. 8.
Did Anne really gallop?
What does the author mean by saying that Anne's words "had no effect"?
What does "bound to respect our rights" mean?
Read the conversation between Anne and Lord Cornwallis.
Why did Anne think her cow must be a "rebel" cow?
Why did an English general return a "rebel" cow to a rebel owner?
What does the picture on p. 9 illustrate?
What promise did the general make Anne?
What good qualities did Anne show? Cornwallis?
What led Cornwallis to say to his officers that "this country is certain to be free"?
Have you read other stories of the Revolutionary War?
*Read the whole story.
Vocabulary: *seize.*

### Spell and Pronounce

| | | | |
|---|---|---|---|
| steal | friends | saddled | determined |
| grief | petted | rushed | unfastening |
| doubt | begged | continued | knee-buckles |

### Tell the Meaning: (a) from Context, (b) from Word List

| | | | |
|---|---|---|---|
| quarters | business | galloped | Revolutionary |

## A GLIMPSE OF WASHINGTON

What have you read about Washington that helps you to see why he was said to be "first in peace, first in war, and first in the hearts of his countrymen"?
Read lines that tell how we may learn to know more about Washington.
A soldier has opportunities to do great deeds. By what other acts can you tell what his character is?
Read lines that tell how the camp was being "fortified" or protected.
Why did not the corporal help?
Read lines that show Washington was ready to help his men and share their hardships.
What does this tell you of Washington?
What did the corporal learn from this incident?

* See page 14.

What kind of "uniform" did Washington's soldiers wear in the Revolutionary War? (Encourage pupils to find this from pictures or story books.)
By what two titles is Washington called in this story? (Commander-in-chief; general.)
Read the entire story to bring out Washington's helpfulness.
Write sentences telling of things you have struggled for, as, *I have struggled to become a good speller.*
Write sentences telling of acts of kindness on the part of others for which you feel grateful.
Vocabulary: *struggle; grateful.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| Washington | soldiers | until | almost |
| character | overcoat | building | often |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| glimpse | corporal | fortified | heave |
| incident | Continental | uniform | breastwork |

## A SONG FOR FLAG DAY

Read the poem carefully.
Study Helps to Study.
Study Word List.
Read lines in which the poet makes us see how great our country is.
Can you tell where our flag flies over our land, yet "half a world away?"
The colors of the flag have a meaning. Red is for bravery, white for purity, blue for justice.
Notice how the poet refers to this: "rose-red and blood-red," "snow-white and soul-white," "sky-blue and true blue."
How many stripes has the flag?
What do they show?
What colors have the stripes?
How many stars has our flag?
What do they show?
What is the color of the stars?
To what does the fifth line of the poem refer? (The stripes.) The seventh? The ninth?
The "good forefathers' dream" relates to the forefathers who adopted this flag and gave this meaning to its colors.
In what way does the flag "shelter through the night"? (It gives protection to life and property.)
In what sense is our flag "the one flag"?
In what sense do we place the flag first—ahead of other things?
Read lines that tell this.
What scene does stanza three bring to mind? (Flags flying, soldiers marching, drums beating, etc.)
On what day each year may we always see such a scene?
To what are drum beats compared?
Notice how the lines of the poem suggest a march.

What does our flag promise to all, that makes it a "blessing in the sky"? (Freedom.)
What "glad salute" do we give the flag?
How does a flag "ripple"?
What does "ripple" suggest? (A brook.)
Have you ever seen the ripples of the water in running over rough, shallow places?
By what name is our flag called in the last stanza? (Old Glory.)
Read the line that tells it is a guide to be proud of. ("The glorious guidon," etc.)
Read lines that you like best.
Read the poem striving to show how much the poet loved our flag.
Memorize the first two stanzas.
See that "gloried" (glō'rĭd)—is pronounced correctly.
Vocabulary: *gleam.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| folds | fifers | quicker | salute |
| shelter | shrilly | blessing | ripples |

**Tell the Meaning: (a) from Context, (b) from Word List**

gloried guidon glorified

## A STORY OF THE FLAG

Read lines that tell why we are apt not to notice a flag.
Why are we more apt to notice a flag in war than in peace? On water than on land?
What feeling for the flag had the boy before he went abroad?
How was this feeling for the flag changed?
If you were traveling in a foreign country, do you think you would be glad to see the flag of your country? Why?
What new idea came to Frank at the sight of the American flag in Paris?
In what way is the Fourth of July a "big family birthday"?
American Consuls are sent to the important cities of other countries. They look after the business interests of the United States, and help to keep good feeling between the countries. Americans who live or travel in foreign countries look to the American Consuls to give them aid and protection.
Why did an American Consul place an American flag on a Frenchman's tomb?
Read lines that tell you this.
In a history of the United States, find what Lafayette did for Americans, and read a short account of it in class.
Why did the boys remove the old flag from Lafayette's tomb?
The boys could not make a speech. How did they show their feeling for the flag of their country and for Lafayette?
The flag is the symbol of our country. It is a thing you can see, which stands for things you can not see.
Tell some of the things the flag stands for—at least one or two (freedom, justice, protection, etc.).
Does this story of the flag help you to see more of its meaning?

When you next see a flag do you think this story will help you to see something more than silk or bunting?
Will it help you to love our flag more?
Do you think our flag is beautiful? Why do you think so?
Read parts of this story that you particularly like.
Write sentences telling about our nation—its size, its age, its resources, its schools, its flag, its songs, etc.
Vocabulary: *nation.* Incorporate this word in your usable vocabulary.

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| chance | attract | Paris | Lafayette |
| abroad | American | Frenchmen | Revolution |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| inspires | lapel | government | particular |

## ABRAHAM LINCOLN AS POSTMASTER

What qualities of Lincoln are shown in this story? (justice; humor; kindness).
Why was it said the postmaster of New Salem carried the post office about in his hat?
What word could you use instead of "fair play"? (justice).
Do you know who "appoints" postmasters?
Is "fair play" a good quality in an umpire? Why?
Use another word or expression for "boastfully" (haughtily); for "bully" (a blustering fellow).
Do you think the boyhood qualities of Lincoln had anything to do with his becoming President?

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| New Salem | Illinois | quarrel | shivering |
| delivering | umpire | considerably | chopping |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| umpire | humble | dispute |

## A BOY'S SONG

What picture does the first stanza give you?
What was the "boy" doing?
Read the line that tells where "the gray trout lies asleep."
Explain: "That's the way for Billy and me."
Have you ever seen a deep pool? Where? When?
Did you ever fish for trout?
Did you ever swim in a pool? Wade? Go in a boat?
"Lea," pasture or meadow land.
Why do you think the poet used this word?
Read the first stanza to make others see the picture.
What does the second stanza make you see?
Read lines which tell what the boy saw on his walk.
Could he see all these things on one walk?

Have you ever seen all of these things?
Read lines that tell of something a boy could see on a walk in the spring. In summer. In fall.
Have you ever done in summer any of the things suggested in the third stanza? Which?
Why does the poet say "clustering" nuts?
What picture does the fourth stanza give you?
Have you ever gathered hazel nuts? Where?
How do they look on the bushes?
How do they "fall free"?
How do boys sometimes help them to fall?
When you go for a long walk, what things do you look for?
Read the poem to bring out the pictures in it.
Write a sentence using "trace," "clustering."
Find the lines that rhyme in each stanza.
Which stanza do you like best?

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| Billy | mowers | homeward | greenest |
| chirp | deepest | cleanest | steepest |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| lea | mow | nestlings | trace |
| pools | hazel | hawthorn | clustering |

## NO BOY KNOWS

What does the first stanza tell you that boys may know?
What does it tell you they do not know?
Read this stanza. Find the lines that rhyme.
What things are mentioned in the second stanza that boys may know?
What does line four, second stanza, mean?
What "sips" the water from the earth? (the sunbeams).
What do the sunbeams do with the water which they "sip" from the earth? (line 7).
How may a boy learn of ice, snow, and rain?
Have you ever seen "low streams," (a brook or a creek) "leap" after a "pour"?
What is meant by "the dawn's first smile"? (since he was born or first saw the light of day).
In "the dawn's first smile," the poet speaks of "dawn" as a person. Do you like this fancy?
Have you seen the picture of trees in the water of a brook or creek? Did the branches in the picture look like lace-work?
Have you ever seen the sunshine on the ground under trees in the woods? Did it look like network, interlaced as if woven or spun?
Are "brook-laced" and "spun-sunshine" apt fancies?
Do you think the woods are so beautiful that the poet may speak of them as a "divine" or heavenly place?
Do you know the call of your mates?
Why does the poet speak of them as "truant" mates? (Because bent on pleasure rather than work or duty.)

What is meant by "'cross lots"?
What things does the poet say in the third stanza a boy may know?
Read this stanza. Which lines rhyme?
In the fourth stanza, of whom is the poet thinking?
What words tell you this?
Do you think he has had himself and his boyhood experiences in mind throughout the poem?
Did you ever "drowse" on the floor?
Has your mother ever "pleaded" with you?
Have you ever heard "the cricket's cheep"? At what time of year?
What things can the poet remember about the evenings of his own boyhood?
Read the fourth stanza to bring out the meaning. Which lines rhyme?
Read the whole poem.
Vocabulary: *dawn; odor.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| pour | lighten | truants | paths |
| listen | brook-laced | pasture | cheep |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| reap | fared | divine | locust |
| dawn | realm | drowse | fragrant |

## A FAREWELL

The poet tells the child he could not give her a song (poem) because the skies are dull and gloomy.
He says no lark could sing (pipe) to skies so dull. But he gives her one lesson for every day's use.
In what words does the poet address the child? (My fairest child.)
Why does the poet mention the lark instead of some other bird? (The poet lived in England; and there the lark is noted for its song.)
What things do boys like to imagine themselves doing?
Mention noble things which a child has a chance to do.
What will the doing of these things make of one's life? (We all wish our lives to be as happy as a grand sweet song.)
Use another word for "clever"; "pipe." (See Word List.)
Memorize the poem.

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| skies | every | maid | forever |
| gray | clever | noble | fairest |

## A DOG OF FLANDERS

### The Old Man, the Boy, and the Dog

From a map show Antwerp, Belgium, and Holland.
Antwerp—now the main seaport of Belgium, a country in Europe on the North Sea.
Flemish Village—A village of Flanders. Parts of Belgium, Holland, and France, at the time of this story, formed the country of Flanders. Antwerp was then a city of Flanders.
A "league"—about three miles.
The coast of Belgium is low. Canals cross the country, and dikes keep out the sea.
The people of Belgium are noted for their neatness. How was this shown in the houses of the village?
Windmills are used in Belgium to pump water from the lowlands so that they may be used for farming.
Read lines that tell you of the lowlands, the canals, and the windmills.
(In lesson-assignments, pupils will be asked to be ready to read promptly lines selected, as in the case of the question next above.)
Read lines that tell how old Jehan became a cripple.
Read lines that tell of the home in the hut.
What idea do these give you of the nature of the old man?
Vocabulary: *score.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| Flemish | shone | Antwerp | precious |
| Patrasche | amidst | pumpkins | contentedly |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| landmark | yielded | herbs | humble |

### The Early Life of Patrasche

Read lines which describe the dog of Flanders.
Why is he called a "beast of the shafts and the harness"?
What custom of the country does this show?
Why is the dog called a "bread-winner"?
Why is he said to be "hands and feet" to his owners?
Read lines that give you a picture of the dog.
Patrasche (pa trăsh')
Read lines that tell you when Patrasche learned to work.
Why is he said to belong to the "iron race"?
The city of Rubens—Antwerp, where the great painter Rubens lived.
Do you think we can judge the character of people by the way they treat dumb and helpless animals?
Compare the conduct of the dog with that of his first master.
Read lines that tell how Patrasche had to give up at last.
Vocabulary: *glare.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| beast | struggled | bowed | comforter |
| lazily | staggered | toiled | managed |
| peddler | Flanders | cruelly | bread-winner |
| wolf-like | muscular | scorching | appearances |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| century | agony | torture | wrath |

## Jehan Daas Finds Patrasche

Brabant—a part of Flanders.
Who was the "little old man"?
Read lines that tell how he looked.
Read to show how he felt toward a dog that seemed to be dying.
What caused the dog's illness?
Read lines to show how he was made well.
Why did the man and the child give this care to the dog?
Read lines that tell how old Jehan earned his living.
Vocabulary: *ruddy.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| Brabant | wagons | rugged | gazing |
| dragged | seriousness | carried | neighbors |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| tawny | wavered | "a league off" | exhaustion |

## Patrasche a Faithful Servant

How did Patrasche show that he was grateful for kindness?
Can you tell any other instances which show that dogs are grateful for kindness?
Why was old Jehan at first unwilling to harness the dog to the cart?
How did the dog show that he was determined to help?
Did he grow tired of giving his help?
How was he always repaid?
Do animals show us that they like a kindly word? Can you give instances?
Read lines that show they were worthy of his help.
Read lines to show they did all they could to repay his kindness.
Read parts of the story that you like best.
Vocabulary: *rescue; charm.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| awake | doze | resisted | sketched |
| denied | feebler | suddenly | befriended |
| tolled | chimed | disturbed | peacefully |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| persistence | flagons | massive | innocent |

## EVENING AT THE FARM

What does the first stanza make you see?
At what time of day do shadows "lengthen"?
What did the farm boy's shadow look like? Why?
What other things mentioned in the poem show that evening is coming on? Read the lines that tell you.
Using the poet's words, write line seven, p. 30, as you would express this thought. Why did the poet write the line as he did?
What time of year is described in the poem?
Why did the farm boy go over the hill?
Find lines which the picture on page 30 illustrates.
If you were sent on this errand would you see the things he saw?
What did his call mean?
Read lines that show his call was answered.
Read the stanza to make others see this picture clearly.
Find the lines that rhyme.
What was the milk-maid's "task"?
What do you like about the picture in stanza two?
Can you find a good word to use for "tranquil"?
What is the "twilight"?
Why did the milk-maid "call?" What shows that she was kind?
Tell all you see in "the apples are pared," "the stories are told."
Read lines that contain pictures you like.
Tell what you see in these pictures.
Read the fourth and fifth lines of stanza three so as to bring out the meaning clearly.
What are the crickets?
What does the seventh line in stanza three mean?
Can you hear the kitchen clock "tick drowsily"?
In sleep at night do you ever dream of the day's experiences?
What does "flashing" mean?
Write sentences using "task"; "silence."
Fill the blanks with suitable words, using "task" and "silence."

To secure——is sometimes a difficult——
——is said to be golden.
I have finished my——
It is a pleasant——to keep——

Read lines that show beautiful pictures, as:

"The cattle come crowding through the gate,
Lowing, pushing, little and great."

Read lines that you like best.
Read the poem to bring out the meaning.
Read lines that are made musical by the repeating of a letter at the beginning of several words, as "c" in,
"The cattle come crowding through the gate."
We call this alliteration.
What word can you add to complete the meaning of "then all to bed"—in the third stanza? (go).
What picture does the first stanza give you?
Tell all you see in your picture.
Vocabulary: *trough; repose.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| crows | pail | pushing | flashing |
| cheerily | pared | drowsily | murmuring |
| crowding | milch | singing | frolicsome |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| katydid | mink | lowing | tranquil |

## LITTLE BROWN HANDS

What does the first stanza tell us the little brown hands do?
Which of these things have you ever done?
Where do you think the boy lived who did these things?
What bird is mentioned in the first stanza?
Where does he make his nest?
Have you ever seen this bird?
Have you ever heard him call or whistle?
Can you see "wheatfields yellow with ripening grain"?
Can you picture the "thick-waving grasses"?
Do you see the "scarlet-lipped strawberry"? The "crimson buds of the rose"?
Read this stanza to make others see the pictures clearly. Which lines rhyme?
What does the second stanza tell us the little brown hands do?
Which of these things have you ever done?
What time of year does the poem refer to?
Did you ever "toss the new hay in the meadow"?
Have you ever seen "elderbloom"?
Why does the poet say "soft-tinted October light"?
Have you ever gathered blackberries?
What did you learn about blackberry vines?
Read this stanza. Which lines rhyme?
What does the third stanza tell us little brown hands do?
Did you ever gather seashells?
What does the poet call them?
What does the poet tell you about the place where the oriole makes its nest?
What do the little brown hands do at night?
What do we call a song such as the one mentioned in the last line of the stanza?
Read the stanza to bring out the pictures. Find the lines that rhyme.
What will the owners of the little brown hands do when they become men and women?
What is meant by "rulers of state"?
Who holds (uses) the sword? The chisel? The palette?
Do you like this poem? Why?
Which stanza do you like best?
Read the lines you like best.
Read the lines that show striking pictures, as,
"They toss the new hay in the meadow;"

Find descriptive words as apt as "soft-tinted." in the second stanza.
Read the entire poem to enjoy the beautiful pictures.
Distinguish between the endings of *chisel* and *castle* This should be emphasized. *Chisel* is usually mispronounced.
Drill on the following in this connection:

| | | |
|---|---|---|
| trăv'el (ĕl) | squir'rel (ĕl) | per'il (ĭl) |
| grav'el (ĕl) | rav'el ('l) | Lat'in (ĭn) |
| pan'el (ĕl) | muz'zle ('l) | sat'in (ĭn) |
| flan'nel (ĕl) | glad'den ('n) | cab'in (ĭn) |

Vocabulary: *humble; toil.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| shady | whistles | delicate | castles |
| quail | thorny | seaweeds | hammock |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| bark | statesman | palette | elderbloom |

## THE QUEST

What picture does the first stanza give you? Tell what you see in it.
Why did the boy think it a "dull" place?
Which word in the first line tells you this?
What does the second stanza tell you? The third?
How long did the boy say he would be gone?
Why do you think he did not like the fine homes that he saw?
What are "lands most fair"?
Why do you think he liked the little brown house best?
Use another word for "quest"; for "dullest"; for "quoth"; for "wistful."
This poem is a lesson on the value of contentment.
Were you ever "restless" or discontented?
Vocabulary: *restless; dullest.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| restless | thee | joyfully | costliest |
| danced | travel | content | loveliest |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| dullest | quoth | wistful |

## WHAT THE WOOD-FIRE SAID

In this poem who is talking? To whom?
What picture does the first stanza give you?
Read this stanza to bring out this picture.
What use of the tree is mentioned in the second stanza?
What are "blossoming dells"?
Why do cows wear bells?
How did the tree help the cows?
How could the winds tell the poet what they knew of the meadow flowers?

Do you like the poet's fancy that the meadows dreamed at the trees' feet?
What do you think they knew of these flowers?
Read this stanza to bring out the fancies.
What "sweet faces" come in the spring?
Why are flowers said to have "myriad graces"?
How do cheeks look that are "like primroses"?
Have you ever seen the sunshine when the rain was falling?
Did it look like "silvery" threads or "braid"?
Read this stanza.
Find the words that tell of the tree's use to the birds and the vines.
What was "tilted like ships on black, billowy seas"?
Can you use another word instead of "tossed"?
Do you think it an apt word? Find another apt word in the poem.
Why did the wood say the tree's good deeds were soon forgotten?
With what is the tree's falling compared?
Who is meant by "you" in "For have I not warmed you and cheered you tonight"?
What useful thing yet remains for the wood to do?
Do you think our good deeds are soon forgotten?
Do you like the poet's fanciful way of telling the uses of the tree?
Does it help you to see its uses?
Can you think of any use the tree has that the poet has not mentioned? (See *Planting the Tree*, p. 135.)
Find the lines that rhyme in each stanza.
Read the entire poem.
Vocabulary: *dell; billowy; tilted.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| clanging | silvery | frightening | tossed |
| shadows | flowery | brightening | lightning |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| myriad | graces | shorn | mission |

## PIONEER TALES

### Out of Powder

How was meat secured in Crockett's time?
Read lines that tell why Crockett thought it necessary to cross the river.
A "freshet" is an overflowing of a stream, caused by rains or melted snows.
Read lines that tell how the freshet had made the crossing dangerous.
Read lines that tell how Crockett prepared for the trip.
"Put in"—went in.
"From hill to hill"—the entire width of the valley.
A "slough"—a side channel or inlet from the river.
Why was the log which the settlers used in crossing the slough now under water?
The "lodged sapling" made a kind of bridge. Read lines that tell how Crockett crossed this bridge.
Read lines that tell how he found the hidden log and crossed on it.

Read lines that tell of his adventure at the second slough.
Read lines that tell of the rest of his journey.
Why was Crockett so determined to go home at once?
"Cut out"—moved off quickly.
"Put on to it"—went on to it.
Why did Crockett break the ice? How did he break it?
With which log did he have trouble on his way home?
Read lines that show Crockett was thoughtful of his family's needs.
That he did not fear discomfort and pain.
That he was quick in overcoming difficulties.
That he was not afraid of hard work.
That he was quick to think and act in sudden danger.
That he did what he set out to do.
What kind of men are needed to settle a new, wild country?
Was Crockett such a man?
What do you like in this story of him?
Read parts that you like best.
Write sentences using "sapling."
Write sentences using "current."
Pronounce the following:

op' po site (ŏp' o zĭt)
op pose' (ŏ pōz')
op press' (ŏ prĕs')
op po'nent (ŏ pō'nĕnt)
op por tu' ni ty (ŏp ŏr tū' nĭ tĭ)
of' fice (ŏf' ĭs)

Vocabulary: *freshet; lodge; channel.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| settled | Obion | crawled | woolen |
| wrappers | island | freezing | piercing |
| Rutherford's | ocean | Christmas | channel |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| slough | sapling | ticklish | persuaded |
| insisted | pioneer | astonished | considerable |

## The Bear Hunt

Tell about Crockett's bear hunt.
What is a "harricane"?
What is an "earthquake"?
What is meant by "flutter from fatigue"?
Why did Crockett stay all night in the woods?
How did he keep from freezing?
Did you ever climb a tree?
Why were Crockett's son and his friend so glad to see him when he returned to camp?
Read the entire story.
Vocabulary: *pursue.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| shoulder | skinned | getting | earthquake |
| possible | follow | exercise | running |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| breeches | reckon | fatigue |

## EARLY SETTLERS

What does the first paragraph tell you?
Have you ever seen a sight such as it tells about?
Do you know which the "near" horse is? (The one at the driver's left hand.)
Trace on the map the journey of these settlers.
What states have they crossed?
What state is between Alabama and the Mississippi river?
What state is across the river from Mississippi?
How long did the journey take?
What things that now make travel easy were unknown or impossible then?
Can you think of more than one reason why the "gun" was needed?
Why were spinning-wheels and looms carried?
"Bolster"—the bar over the axle that supports the wagon-bed.
Read lines that tell of the hardships of the journey.
How were the "ax and fire" used in clearing the "patch of ground"?
What is a "canebrake"?
Roads were few in the new country. There were no railroads.
What advantage was it to the settlers to make their home on the river?
Think of their needs and try to imagine what they bought at New Orleans with the money from the logs.
Do you know what kind of meat "venison" is?
Do you know what a "cross-saw" is?
These were settlers in the warm southwest. Do you think they had more, or less hardship, than the settlers in the northwest?
Read lines that tell of their success. What made them successful?
What is "ague"?
Do you think this a good picture of the early settlers of our country?
Does it help you to understand and value their work?
Write sentences using "contains" and "select."
Read the entire story for the pleasure it gives.
Vocabulary: *embark; successive; domestic.*

### Spell and Pronounce

| | | | |
|---|---|---|---|
| dropped | stubborn | Georgia | Kentucky |
| fastened | travelers | Carolina | Alabama |
| provisions | canebrake | Mississippi | New Orleans |

### Tell the Meaning: (a) from Context, (b) from Word List

| | | | |
|---|---|---|---|
| bolster | sufficient | deck | hauled |
| looms | accidentally | felled | hoarfrosts |
| attached | ammunition | venison | abundance |

## DANIEL BOONE

What do you learn from the first paragraph?
What does this story of Boone tell about?
What kind of man did it take to settle the wild country open to attack by savage tribes?

Was Boone this kind of man?
How did the Indians treat Boone while he was a captive?
Why did the Indians require Boone to account for the balls and powder they gave him?
Read lines that tell what he did in order to hide some of his ammunition.
Why did he want to hide it?
Find Chillicothe, Ohio, on a map.
Boonesborough was on the Kentucky river. Why were forts needed in that country?
From the story what do you think a "garrison" is?
How many miles a day did Boone travel in his escape to the fort?
Boone knew the Indians would pursue him. Try to imagine some of the incidents of such a journey.
Read an incident that shows Boone's coolness and quickness when in danger.
Read lines to show that Boone's hard wild life did not make him rough.
From this story, can you give some reasons why Boone is remembered and admired?
What do you owe to men like Boone?
What trait or traits had Boone that you like best?
Have you read other stories of Boone?
Fill the blanks with suitable words using "courage" or "favorite": Washington was noted for ———. Washington was a ———.
Write sentences using "favorite"; "courage."
Vocabulary: *captive; warpath; courage; trail.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| flock | charge | coolness | affectionate |
| almost | raccoons | Congress | Boonesborough |
| attached | opportunity | Chillicothe | Pennsylvania |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| companions | tract | ransom | out-wit |
| explorations | occasion | garrison | personage |

## THE FIRST THANKSGIVING DAY

This selection is presented in dramatized form, the better to impress upon children the primitive conditions incident to the beginnings of our great national festival. Moreover, the story loses none of its value as a reading lesson by reason of this treatment, and it offers material suitable for a school play of unfailing interest to old and young. As a play, it lends itself to stage and costume effects, or it may be given in the classroom to good advantage without either of these.

What does the picture on page 50 tell you?
Where and when did this scene take place?
Why did Governor Bradford name a day for public thanksgiving?
How long had the colonists been in this country?
Where did they come from? In what ship?

What suffering had come to them?
Who was Massasoit?
Why were the Indians invited to the feast?
Where are the Indians now?
What had Squanto taught the white settlers?
What had he taught the boys?
Of what did the feast consist?
Of what does the Thanksgiving feast consist now?
What kind of light had the colonists to work by at night?
What kind of light do you have now?
For what was Priscilla famous as a cook?
Who was Miles Standish?
Why did he order "practice at arms"?
What is a "matchlock"?
For what did the mother say they should give thanks?
(The teacher should bear in mind that Priscilla, John Alden, and Miles Standish are characters with whom most children will become more familiar at a later period in their reading. In consequence she should aim to impress these names so that they will be remembered.)
Vocabulary: *tread; grieve; goodly; cargo; tallow.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| Squanto | comfortable | Plymouth | sassafras |
| Priscilla | John Alden | England | colonists |
| mercies | Massasoit | trenchers | practice |
| stitches | Mayflower | pewter | beaver-fur |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| sampler | bluff | maize | eels |
| doling | loft | matchlock | hominy |
| portioned | ration | journey-cake | betimes |

## PROVERBS OF SOLOMON

To which characters in *A Dog of Flanders* does the third proverb apply?
Memorize this proverb.
Find a selection in this Reader to which the last proverb may be fitly applied. (*The Fish I Didn't Catch,* p. 263.)
Memorize the proverb that you like best.

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| causeth | loving | false | wrath |
| gathereth | sleepeth | wicked | answer |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| righteous | despiseth | haughty |
| grievous | proverbs | destruction |

## THROUGH THE LOOKING-GLASS*

Alice has been playing a game of chess. This game is played with pieces named Kings, Queens, etc. Then she sits by the fire before the looking-glass. She fancies there is a house behind the glass and wishes she could visit it. Then she falls asleep and dreams that she goes through the looking-glass, into the Looking-Glass World. In this world she finds living chessmen. After many adventures she becomes a Queen.

### Alice Becomes a Queen

What "rule" did Alice mean?
Did she prove by her argument that she was right about the rule?
Why do you think the Red Queen "changed the subject" so suddenly?
To argue is to give your reasons for believing you are right.
Vocabulary: *plead.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| stiffly | really | timidly | argument |
| comforted | obeyed | surprised | wringing |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| ridiculous | piteous | interrupted | vicious |

### Alice's Examination: A Strange Country

Alice is very fond of an argument. Read lines which tell of some of her arguments with the Queens.
Do the Queens make the usual and expected replies to simple questions and remarks?
How do their answers and remarks make Alice feel?
Is she able to convince them that they are wrong?
Alice expects things to happen as they do in her own world. But nothing happens as she expects. This makes the fun of the book. Read lines that show this fun.
Tell the meaning of the following expressions:

| | |
|---|---|
| "manage it" | "lost count" |
| "uncomfortable silence" | "know languages" |

Vocabulary: *exclaim; anxiously.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| puzzled | division | fixes | corrected |
| riddle | accident | sighed | direction |
| addition | frightened | fanned | bargains |
| subtraction | discouraged | lullaby | Your Majesty |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| cautiously | triumphantly | perplexity | consequences |

* See "Introduction", p. 65.

## THE QUANGLE WANGLE'S HAT

This poem from the *Book of Nonsense*, by Edward Lear, should be read for amusement and enjoyment only. It furnishes an interesting change from the more thoughtful selections in the book. The author coins his own words when necessary to his purpose, yet the nonsense is of so masterful a kind that John Ruskin wrote:

"Surely the most beneficent and innocent of all books yet produced is the *Book of Nonsense*, with its corollary carols, inimitable and refreshing, and perfect in rhythm. I really don't know any author to whom I am half so grateful for my idle self as Edward Lear. I shall put him first of my hundred authors."

## RUMPELSTILTSKIN*

Why did the miller boast about his daughter?
What boast did he make to the King?
Why did the boast interest the King?
Read lines that tell of the visit of the dwarf.
Read lines that tell what the dwarf could do with a spinning-wheel.
What did the miller's daughter give the dwarf to spin for her?
Tell of the dwarf's second visit.
What did the maiden give the dwarf this time?
Did this satisfy the King?
Read lines that tell of the dwarf's third visit and the promise.
Do you think the dwarf knew the girl was to be Queen?
Was it fair of him to demand such a promise?
What did the maiden think of her chance of becoming Queen?
Read lines that tell of the "chance" the dwarf gave the Queen.
Read lines that show the dwarf felt sure the Queen would not learn his name.
Can you picture the place the messenger found "the little man"?
Why did the Queen pretend to be sad?
Whom did Rumpelstiltskin blame for the Queen's guessing his name?
What do we call this kind of story? (Fairy tale.)
Was there ever a time when these stories were believed?
Who wrote this story?
Have you read other Grimm stories?
Write sentences using "royal"; "creak."
Read the entire story.
Vocabulary: *command; shining; creak.*

### Spell and Pronounce

| | | | |
|---|---|---|---|
| scarcely | whir | glistening | bitterly |
| hopping | shining | whizzing | diamond |

### Tell the Meaning: (a) from Context, (b) from Word List

| | | | |
|---|---|---|---|
| boasting | guessing | ceiling | glisten |
| wedding | messengers | curious | searched |
| happier | disappointment | baking | gleefully |

* See "Introduction", p. 65.

## THE NUREMBERG STOVE*

### August's Home

Read lines that tell you about the town in which August lived.
Find Austria on a map of Europe.
Nuremberg—a city of Bavaria.
Picture the little town in which August lived.
Picture August. Read lines that give you the picture.
How did August come to be so named?
Why did the family name the stove "Hirschvogel"?
Read lines that tell of the Strehla home.
Why was August called "the artist of the family"?
What kind of stories was August in the habit of telling the children?
Read lines that give a good picture of the stove.
How did the family come to have the stove?
How did the family learn about the meaning of the letters on the stove?
Why was August so interested in the stove?
What did he say he would do when he became a man?
When was the stove made?
The oak door of the house was "four centuries old." How many years is that?
Read the whole division.
Vocabulary: *chubby; century.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| hazel | darted | elbow | putting |
| clusters | errand | sledges | brilliant |
| Austria | shrieking | imagination | modelled |
| River Inn | pictures | Hirschvogel | breathless |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| charming | luster | passion | generations |
| porcelain | enamels | potter | responded |

### The Stove Is Sold

Why did August's father sell the stove?
To whom did he sell it?
What did he mean by "beggars cannot be choosers"?
A florin—an Austrian silver coin worth about 48 cents.
Why did August object to his father's selling the stove?
What did the trader say the stove was fit for?
To what city was the stove to be sent?
How did August propose to get money without selling the stove?
In what work were August's three older brothers engaged?
Who came for the stove the next morning?
What did "the big man" say of August to his father?
Read lines that tell the neighbor's advice to August.
Read this unit of the story.
Vocabulary: *jesting.*

* See "Introduction", p. 65.

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| Munich | lose | whoever | opened |
| beggars | choosers | screaming | laughed |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| florins | museum | knocker | husky |

AUGUST GOES WITH THE STOVE

What resolve did August make?
How did he prepare for the trip?
Where did he hide himself for the journey?
How long did the journey to Munich require?
What transfer was made on the way?
What advantage to August was the mark, "fragile and valuable," which the stove bore? What does "fragile and valuable" mean?
Why was this mark placed on the stove?
How did August quench his thirst?
What were some of the articles in the bric-a-brac shop?
Read this unit of the story.
Vocabulary: *grate; grated.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| fluttering | Bavaria | stoutness | crammed |
| Russian | Rosenheim | baggage | Chinese |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| wedged | ledge | parching | icicle |
| gnawed | fragile | rearranged | quenched |

THE STOVE IS SOLD AGAIN

Read lines that show how the stove was admired by those to whom the dealers showed it.
Do you think the king was one of these?
Who bought the stove?
Where did the six porters carry it?
Where was it next sent?
Read this unit of the story.
Vocabulary: *pause; shrinking.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| terror | admired | journey | thirsty |
| stripped | wrappings | recognized | hungry |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| arguments | exclamations | cordage | conscious |

### August Before the King

Read lines that tell what the King said to August.
Read lines that tell August's reply.
Why did the King punish the traders?
What did he make them do?
What did the traders get for the stove?
Ducat—a gold coin worth a little more than two dollars.
Was August allowed to stay with "Hirschvogel"?
What daily privilege did the King give him?
What was he to be taught?
What reward was promised him?
Read this unit of the story.
Vocabulary: *rogue; doze.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| peeped | heard | hidden | reign |
| bought | sobbed | companions | pause |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| ivory | entreaty | Tyrol | ducats |

### THAT CALF

Why was Spot always blamed?
What did the chickens say? Why?
What did the others say when they heard the farmer praise Spot?
What was Spot's reply to them?

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| hurried | folks | bossy | favorite |
| blame | horns | slipped | meddlesome |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| recollect | brindle | jest | foundered |

### AGREED TO DISAGREE

Who proposed the agreement?
Why could they not agree upon a place to live together?
Where did each finally make his home?

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| sunny | delight | hummed | earliest |
| cricket | squeak | bumblebee | rejoiced |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| chirruped | dazzling | cuddled |

## A BRAVE BOY'S ADVENTURE

### Horse-Shoe Robinson's Plan

This selection is from a story of Revolutionary times. Robinson is on the American side.
On which side do you think the Ramsays were?
What "strangers" do you think Robinson feared?
Gates, the American general, was marching to Camden to meet the British.
Why were the Ramsays anxious for news?
What soldiers wore "red coats" in this war?
Read lines that tell how the soldiers had annoyed the Ramsays.
Read lines that show Robinson knew where to find these soldiers.
Read this division of the story to bring out the different pictures in it,—the visit of Horse-Shoe Robinson, the visit of the "red coats," the raid upon the chickens, Robinson's preparations to find these "red coats," etc.
Have you ever seen a "powder-horn"?
Read lines that show the mother's feeling about Robinson's plan.
How did Andrew feel about it?
What is a "scrimmage"?
What are "desperate projects"?
What promise did Robinson make?
Read lines that show what preparations he made.
Robinson loved fun. Read lines that show this.
Read the lesson to bring out the feeling.
Vocabulary: *dame; matron; corps.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| safety | complain | pistol | agreed |
| which | powder-horn | tavern | crossed |
| Camden | interrupted | certain | deceiving |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| progress | ensign | puzzled | sturdy |
| quarter | projects | rickety | cock-a-hoop |
| recruit | artillery | weapons | shouldered |

### The Capture

What did the smoke tell Robinson?
What are "signals"?
Read lines that tell Robinson's instructions to Andy.
How did these instructions show that he meant to keep Andy out of danger?
Do you think Andy meant to run away from danger?
Read lines that tell you this.
Why did Robinson tell Andy to call him "Captain"?
Read lines which show that Robinson tried to make the soldiers believe he had a large force with him.
Read to show how Andy helped him in this.

Did Andy look out for his own safety?
How did the soldiers feel when they saw the "troop" that had captured them?
What did the "glances" of the captured soldiers tell Robinson?
Read lines that tell how he prevented them from getting away.
Why did he make the soldiers lead the way?
Read lines that show Robinson's love of fun.
Read lines that show he was generous in praise.
How did Andy show that he was brave?
What do you like about this story?
Use other words to express these ideas:
"Set up a rain;" "from that quarter;" "flying artillery;" "one man in the corps;" "cock-a-hoop ensign;" "swaggering;" "on the plantation;" "made my blood rise;" "piece of my mind;" "crossed the threshold;" "ragamuffins;" "scrap of its army;" "troop of cavalry;" "venturesome."
Vocabulary: *steed; mere; squad.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| tarried | loose | fire-arms | halted |
| popping | scrap | persevered | posted |
| depended | rifle | prisoners | hovel |
| beginning | pieces | merriment | chimney |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| "file off" | muskets | conceited | captors |
| impressed | instructions | Congress | submitted |
| adventurers | muster-roll | cavalry | venturesome |

## THE CHRISTMAS FAIRY AND SCROOGE

In the Reader this story is given the form of a dramatization, in the belief that the dramatic instinct of children should be cultivated as an aid to the interpretation of literature. Moreover the story loses none of its value as a reading lesson by reason of its dramatic treatment. It furnishes a pleasing and appropriate play, suited to the Christmas festival, and may be given with or without staging, in the classroom or on the platform of a school auditorium. It offers opportunity for enlisting the active interest of a large number of pupils in the school,—a feature that has decided value.

Act I gives a picture of Scrooge as a selfish miser, with a hard, unfeeling heart.

Act II gives a picture of the kind and loving Cratchits, living happily, even under the stress of poverty.

Act III gives a picture of Scrooge's change of heart,—of his acceptance of the Fairy's Christmas gift, and of his new-found sympathy for others.

### Act I

Why did Scrooge call Christmas a humbug?
What had Bob Cratchit that is better than sixpences?
Read the lines that tell what Scrooge's nephew thought of Christmas.
Read Scrooge's words, declining his nephew's invitation to Christmas dinner.

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| Scrooge | custom | scowling | against |
| Ebenezer | humbug | believe | enough |

**Tell the Meaning: (a) from Context, (b) from Word List**

forgiving sixpence stingy

ACT II

What do you think was Scrooge's idea of a merry Christmas?
What Christmas gift did the Fairy bring Scrooge?
Why did he at first refuse it?
Why did he accept it, later?

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| onions | cripple | collar | steaming |
| currants | kettle | hurrah | pudding |

ACT III

What shows you that Scrooge's heart was changed?
There are Scrooges to be found today. Have you ever seen such persons?
This story was written by the great English story-writer, Charles Dickens. This explains why the goose is the center of the Christmas feast. In our country, what is used for the main dish of the Christmas feast?
Find another evidence that this is an English story rather than an American (sixpences).
Read humorous parts.
Read the entire story.

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| turkey | country | become | biggest |

## PLANTING THE TREE

What does the first stanza tell you?
What parts of the ship are made from the wood of the tree?
What "planks" of a ship "withstand the gales," (l. 5)?
Read this stanza. Which lines rhyme?
What does the second stanza tell you?
See that each child knows thoroughly, the following: rafters, shingles, floors, studding, laths, doors, beams, and siding.
Read this stanza. Which lines rhyme?
A "crag" is a steep, rugged rock. What "crag" have you seen?
What "spire" have you seen?
What does "out-tower" mean?
What "spire" have you seen that out-towers the "crag"?
In what sense do we plant the "spire"?
Do you know of some things not mentioned in this poem that we plant, when we plant the tree?

Trees provide many things for us; what can we do for them?
What day is set apart for one of our duties to trees?
What is meant by: "to carry the sails;" "to withstand the gales"?
Use in sentences: gale—a strong wind.
beam—a long piece of timber which is a main support of a ship or building.
Read the poem in order to make others feel what a great thing it is to plant a tree.
Vocabulary: *crag; staff.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| planks | beams | spire | sails |
| shingles | rafters | laths | out-towers |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| withstand | keel | keelson | siding |

## HOW THE LEAVES CAME DOWN

Who were the children of the Tree?
By what names did the Tree call his children?
What does the first stanza make you see? Read it to make others see your picture.
Which lines rhyme?
Why did the leaves want to stay longer?
Read the second stanza. Which lines rhyme?
How did the leaves amuse themselves for one more day?
What did the leaves whisper among themselves?
Read the words that tell.
How did the Tree send his children to bed?
What does the third stanza make you see? The fifth? Read these stanzas to bring out these pictures.
Who is speaking in the sixth stanza? Does this stanza give you a clear picture?
Who is the "one from far away"?
Is the poet's fancy of winter, with "white bedclothes heaped upon her arm" an apt comparison?
What did the Tree say when he looked down upon his children?
What did the sleepy children answer?
Read the entire poem to bring out the pictures.
Vocabulary: *breeze; swarm.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| silly | leaf | autumn | breezes |
| children | grief | frolicked | huddled |

## MAY

The poet speaks of May as a person. Do you know why?
What does the first line tell you?
Can you tell why the poet fancies May as a "merry" person?
What does "rollicking" tell you about May?
How does a brook "laugh"?

How does it "gurgle and scold"?
In the fifth line, who is meant by "she"?
Can you think of a reason for using "she" instead of "he"?
What did May do to the birds? To the bees and butterflies? To the trees?
Find a fancy as pretty as that of the buds looking out to see what the trouble was all about.
Read the two lines to bring out the beauty of this fancy.
Which of the four fancies that tell of things May did, do you like best?
Which lines rhyme?
Write the two lines which tell what May did to the bees and butterflies, as you would use the same words to tell this thought.
Can you tell why the poet used the words in this order?
Do you like the month of May? Why?
Memorize the poem.
Vocabulary: *merry.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| rollicking | bade | teased | escaped |
| skipping | scolded | shook | laughed |
| butterflies | chorus | touch | frolicking |

**Tell the Meaning: (a) from Context, (b) from Word List**

outright gurgled

## TALKING IN THEIR SLEEP

In this poem, who is talking?
What two reasons did the apple tree give as to why it was thought dead?
Why is an apple tree said to "stoop"?
How does the apple tree live through the winter?
Why does the apple tree pity the grass?
How does the grass that has "parted with stem and blade" live through the winter?
What does the grass pity?
Name a plant without "branch or root" that comes up each year from "plumy seed that the wind has sown."
What does "plumy" make you see?
Which lines rhyme in this poem?
Read the poem to bring out the beauty of the rhythm.
Have you ever seen "the dull gray mosses" that grow over the apple tree in winter?
In what month does the apple tree blossom?
This poem has many fine fancies. Which one do you like best?
Find a fancy as pretty as that of "should the spring of the year come dancing here."
What fancy do the last two lines give you? Which stanza do you like best?

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| stoop | died | hide | patient |
| droop | root | pity | withered |

## THE TREE

Read lines that show the poet is thinking of the tree as a person.
What is meant by "their brown"?
What helps the bud-covering to burst?
What may hinder it?
Is the Tree willing to give the leaf-buds away?
Of what use are they?
How could the Frost "take them away"?
What part of the Tree is its "crown"?
Is the Tree willing to give its blossoms away?
If the blossoms are destroyed, what becomes of the fruit?
What does the expression "midsummer glow" make you see?
Is the Tree willing to give its berries away?
How does the Tree seem to show this?
Do you know a tree that bears "berries"?
Do you think the poet had in mind such trees only?
Does this poem make you think what trees do for us?
Does it suggest some ways in which the tree needs our care?
What is meant by "laden boughs"? Have you seen a tree, with "laden boughs"? With what were they "laden"?
What does "sweeping down" mean to you?
Have you ever seen leaves "quivering" on trees?
What day is set apart for us to plant trees and celebrate them?
Which lines rhyme?
Read the poem to make others see the pictures.
Vocabulary: *trunk; pity.*

### Spell and Pronounce

| | | | |
|---|---|---|---|
| bursting | blossoms | swung | boughs |
| sweeping | quivering | fruit | berries |

### Tell the Meaning: (a) from Context, (b) from Word List

| | | |
|---|---|---|
| midsummer | laden | glow |

## THE SQUIRRELS AT WALDEN

Henry D. Thoreau is our foremost American naturalist. He made a close study of animals and birds and trees while he was living in a cottage which he had built in Walden woods, near Concord, Mass. A picture of this cottage is found in the Reader on page 141.
Have you ever seen a squirrel? Where?
What color was it?
What kind of squirrel does Thoreau tell us about?
Have you ever seen a red squirrel?
Use another word for "warily"; "dawn."
How did Thoreau "bait" the squirrels?
Can you use another word for "maneuvers"?
"Fits and starts" means irregularly; at uncertain intervals of time.
Have you seen a leaf blown by the wind, by "fits and starts," as Thoreau had noticed?
"Paces" means steps.
Step off on the floor "half a rod." (A rod is 16½ ft.)

Have you ever heard a squirrel "talk" or bark?
"Winding up his clock," chattering to himself. Squirrels often, while chattering, make rapid circular movements with their paws, very similar to the motion of winding a clock.
Have you ever watched any bird or animal closely? What habits of the bird or animal did you learn?
Can you think of a reason why the squirrel "grew more dainty"?
Why does the author speak of the squirrel as an "impudent" fellow?
Read lines that tell how tame the squirrels at Walden became.
Have you ever seen tame squirrels?
Can you tell any incidents in connection with them?
What do squirrels eat besides corn?
The squirrel is noted for its habit of laying up a store of food for winter use. He is industrious and ————. (Fill the blank with the apt word (thrifty) to describe this characteristic of the squirrel.)
Read the entire story.
Vocabulary: *coursing; warily.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| threw | topmost | shoe | kernel |
| trotters | nibbling | bushel | whether |
| usually | tasting | various | plumper |
| squirrels | suspecting | familiar | seizing |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| rod | wager | somerset | zigzag |
| dawn | ludicrous | universe | strewn |
| baited | very purpose | frequent | paces |

## HOW THE CHIPMUNK GOT ITS STRIPES

Shiva, or Siva—a god of the Hindus. He was often called the Bright or Happy One.
Read lines that tell what the geloori was doing.
Was it possible for him to save his nest in that way?
At first Shiva thought the geloori very foolish. When he understood why the little animal worked, did he laugh at him for beginning such a hopeless task?
Read lines which tell what happened at Shiva's touch.
Why did he give these stripes to the geloori?
Read lines that tell in what other way the god rewarded the geloori's love and patience.
Have you ever seen a chipmunk?
"seaward"—toward the sea.
"noticed with delight"—noticed with very great pleasure.
Vocabulary: *bail.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| cousin | bushy | tail | stripes |
| Shiva | dipping | signs | striped |
| India | shaking | drowned | hastened |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| chipmunk | geloori | seaward |

## THE BLUEBIRD

Who is meant by "I" in the first line?
Have you ever seen a bluebird?
What other bird comes each year about the same time that the bluebird comes?
Have you heard the bluebird sing? Was it a "merry" tune?
Read lines that tell what he sings.
Read the first stanza.
Which lines rhyme?
Why does the bluebird care nothing for dreary days?
Why does the poet call him a "brave little fellow"?
Use another word for "mantles."
How many flowers mentioned in this poem do you know?
Which do you like best?
Why does the poet call upon the flowers to open their eyes and put on their beautiful colors?
Can you name other spring flowers not mentioned in this poem?
In reading this poem, notice its beautiful rhythm or swing.
Memorize the poem.
Vocabulary: *weary; leap.*

### Spell and Pronounce

| | | | |
|---|---|---|---|
| bluebird | swinging | arise | violets |
| message | swaying | dreary | yellow |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| crocus | daffodils | mantles |

## THE SINGING LESSON

What mistake did the nightingale make?
How did she feel after she had done this?
What did the nightingale do that the owl does?
What did the dove mean by telling her that she was behaving like a goose?
How did the dove comfort the nightingale?
The nightingale is noted for its sweet song. It is not, therefore, a "common" bird.
Why did the dove call her a "bird of joy and delight"?
What did the dove tell her to do?
How did the nightingale sing after the dove had talked to her?
Use another word or words for "straightway."
Tell why "there was never a bird could pass."
Use another word for "divinely" (heavenly).
Why does the poet mention that the night was calm?
Why did the nightingale pay no attention to the people who listened?
What is the "moral" of this story?
Notice these apt expressions, and try to find words as good in each case:

"tucked" "crest" "sang to the skies"
"skulk" "common" "wonderful psalm"
"false note" "humility" "musical beak"

Vocabulary: *ascend; calm.*

**Spell and Pronounce**

wrung owl musical eyes
beak goose pretended shyly

**Tell the Meaning: (a) from Context, (b) from Word List**

skulk contemptible straightway

## HUMILITY

**Spell and Pronounce**

highest doth sweetly honor

**Tell the Meaning: (a) from Context, (b) from Word List**

soars lowly humility

## BOB WHITE

What picture does the first stanza give you?
Tell all you see in your picture.
Who was the "plump little chap in a speckled coat"?
"Zigzag" is an apt word to describe rail fence. Have you ever seen a rail fence?
Do you know why a rail fence is built in "zigzag" fashion? (So the wind cannot blow it down.)
Read lines and words which help you to know the season of the year.
Do you know when buckwheat ripens?
Have you ever seen a field of buckwheat?
At what time of the year is "corn stacked"? ("Corn" is here used to mean any kind of grain.)
Read this stanza to bring out the picture clearly.
What question is asked in the second stanza?
How is it answered in the third?
What is it to "hail" a comrade?
Can you give another word for "comrade"? For "blithe"?
Write a sentence using "comrade."
Have you ever seen a field of ripe corn or grain?
What picture does "gold and amber grain" give you?
What does "billows" make you think of? (Waves, as of water.)
Is this what the poet is thinking of here? Have you ever seen a field of grain that looked like billows?
What does the poet mean by "I"?
Have you ever seen "stubble"?
Does a barefoot boy like to walk through a stubble field? Why?
Do you know any other birds that are named for what they seem to call? (The Cuckoo and the Whippoorwill.)
Has Bob White any other name?

Notice how the repeating of a letter at the beginning of several words in a line helps to give a musical sound, pleasing to the ear, as repeating "b" in the line "breezy, bracy morn." (Bracy means bracing.)
Find another line in this poem made musical in this way.
"Breezy, bracy morn" tells the time of day the bird whistles.
What does the next line tell?
Find lines which contain apt descriptive words. (Speckled, plump.)
Read lines in which you see a striking picture, as "He sits on the zigzag rails remote."
Do you see this picture clearly?
Read the poem to bring out the joy Bob White feels.
Vocabulary: *blithe; comrade.*

**Spell and Pronounce**

| | | |
|---|---|---|
| breezy | speckled | fair |
| rails | buckwheat | babies |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| remote | hailing | amber |
| bracy | billows | stubble |

## BEES AND FLOWERS

What kinds of bees are mentioned in this story?
See that the children clearly understand "takes it leisurely enough."
Where do bees find honey?
Where do they store their honey?
What does the bee do for the plant in return for the honey?
Why do plants make honey?
We think of the colors of flowers as merely for beauty, but this story tells us that these colors are also useful. What are their uses?
Why do some flowers have sweet scents?
Can you name a flower other than the lily which has bright color, sweet scent, and beautiful shape,—all to attract the bees? (The rose.)
What is peculiar about the daisy (day's eye)?
Why do some flowers close when the rain comes?
Tell what you understand by the last paragraph.
Had you thought of flowers and bees in this way before?
Will this lesson help to interest you in studying and observing them more closely?
Read the entire story.
Vocabulary: *tempt; scent.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| neither | lingers | flies | insects |
| larkspurs | scrambles | lily | receive |
| mignonette | different | instead | healthy |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| fetch | pollen | delicious | florets |
| leisurely | entice | contrivances | graceful |
| lumbering | obliged | ornamental | combined |

## THE FLAX

Have you ever seen flax in bloom?
To what are the flax blossoms compared?
Do you know how soft the wings of a moth are?
Why was the flax so happy?
Can you tell some articles that are made from linen?
Read lines which show how discontented the stakes in the hedge were.
What reply did the flax make to the stakes?
Read the words of the flax when it was pulled up, thrown into the water, and then roasted before the fire.
What was the flax made into?
Read the words of the flax when it was made into garments.
What was the linen made into?
Read the last paragraph, giving the words of the happy flax.
The flax was always cheerful and happy and hopeful. Does this furnish a good lesson for us?
Read the whole story.
Learn the name of the author.
Vocabulary: *pierce.*

### Spell and Pronounce

| | | | |
|---|---|---|---|
| moth | sighed | longer | splendid |
| prettier | hacked | together | written |
| mournfully | clipped | happened | hundreds |

### Tell the Meaning: (a) from Context, (b) from Word List

| | | | |
|---|---|---|---|
| creak | bruised | scissors | shreds |
| blossom | hackled | pierced | garments |

## THE CHILD'S WORLD

### Spell and Pronounce

| | | | |
|---|---|---|---|
| curled | people | cities | prayers |
| breast | shaking | dressed | beautifully |

### Tell the Meaning: (a) from Context, (b) from Word List

| | | |
|---|---|---|
| cliffs | isles | whirls |

## THE BROOK-SONG

Who is talking to the brook?
Why does the poet say the brook has "such a happy look"?
Does a brook seem to you to be "merry"?
Why do you think so?
What does the poet say "ripples" are like?
Why does he say this?
What picture do the last three lines of the first stanza give you? Which lines rhyme?
Read this stanza.
The poet asks the brook to sing a song to him.
Does a brook seem to you to sing?

In stanza two, what does the poet ask the brook to sing about? In stanza three? In stanza four?
What picture does the second stanza give you? Which lines rhyme?
Have you ever seen water-bugs?
Read this stanza.
Use a word in place of "it," in the next to the last line of stanza three.
What does the third stanza make you see?
Have you ever seen a leaf sailing on the current of a brook?
Who do you think the "dreamer" was?
Why does the poet speak of the center of the brook's current as "golden-braided"?
Commit to memory the first and third stanzas.
Compare this poem with *The Rivulet* and read the two as though they form one lesson. Then follow with *Raining*.
Read the whole poem to make others see the beautiful pictures.

**Spell and Pronounce**

| | | |
|---|---|---|
| tumbled | melody | dragonfly |
| grumbled | sailed | mumblingly |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| swerve | truant | film |
| tilting | lilting | refrain |

## A WONDERFUL WEAVER

What do we call the white mantle or cloak which the weaver makes?
How does this cloak help the earth?
What is the weaver's shuttle? His loom?
What does "in the gloom" tell you?
Where does the weaver put the laces which he makes?
What does he do for the meadow? For the post?
How does he change the pump to a ghost?
Did you ever see such a ghost?
What does the sun do to the work of the weaver?
Find another fancy in this poem as pretty as that of the trees covered with lace.
What is it to "deck" the trees?
Which fancy in this poem do you like best?
These fanciful pictures help our imagination. Can you think of a fancy relating to snow, not mentioned in this poem?
Which lines rhyme?
Memorize the poem.
Vocabulary: *deck*.

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| wear | laces | earth | weaves |
| ghost | silent | bare | meadows |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| shuttle | flinty | quaint | unravel |

## MISHOOK, THE SIBERIAN CUB

### In the Den: The First Walk

Read lines that give you a picture of the young cubs.
What season is mentioned at the opening of the story?
Read lines that tell about the den which was Mishook's first home.
How do bears live in winter without eating?
Tell the incident connected with the bears' finding the raspberries.
Give the meaning of, "the cuff confused him."
Do you think the elder cub dropped Mishook's sister in the water purposely?
Tell of the bears' climbing the tree.
Tell the incident of their finding the honey.
What is the meaning of "fur-clad"?
Vocabulary: *muzzle; naughty.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| tiny | claws | Siberian | robbers |
| March | forest | necklace | patience |
| heavier | wandered | confused | creatures |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| ravine | mushrooms | unfortunately | defended |
| brushwood | mischievous | shortsighted | furiously |

### Getting Ready for Winter: The Bear Hunt

Tell about the new den for the winter home.
Why was it necessary for the bears to get fat before winter?
What trouble had the bears brought to the villagers?
How did Thomas locate the bears' den?
How did the hunters get the old bear to come out of the den?
Vocabulary: *trample; none.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| satisfy | terrible | opening | breath |
| bear-tracks | mistaken | snow-shoes | stopped |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| ravens | deserted | stain | report |

### Mishook's New Home: In the Forest Again

What became of Mishook? Of the other cubs?
Why was Mishook returned to the forest?
Why do you think Mishook soon felt at home there?
Vocabulary: *quarters; dense.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| Zoölogical | sugar | another | dashed |
| breakfast | honey | roaring | something |
| captivity | servant | stopping | balancing |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| sniffed | carrots | imitating | windlass |
| accustomed | crackling | disappeared | forefathers |

## THE MONTHS—A PAGEANT

This poem provides an attractive play, suitable for any season of the year, but especially appropriate at Christmas or Easter time, or at the closing of the school year. It lends itself to stage and costume effects, but it may be rendered to advantage without these accompaniments. As a dramatic reading conducted by twelve pupils, each representing one of the months, it affords a splendid class exercise in responsive reading. Treated in this way, it offers a pleasing number on any program of school exercises. Moreover, the poem loses none of its value as an exercise in oral reading by reason of its dramatized form. The author, Christina G. Rossetti, was an English poet, and this fact accounts for some of the terms used, as well as for some of the objects in Nature that are treated. These should be noted by the teacher and pointed out to the children.

### JANUARY

What reason does January give for commanding the fagot to "sparkle" and the embers to "glow"?
Are days in January often gray? Does this account for the poet's words, "dim the day"?
Use another word for "loitering."
What tells you that snow covers the ground?
In England Robin Redbreast remains throughout the winter.
Robin Redbreast is an early spring bird in some parts of our own country.
Does he come as early as January in your region?
Recite any poem about Robin Redbreast that you know.
Which lines rhyme?
Read the lines about January as effectively as you can.
Vocabulary: *fetch.*

Another poet, Frank Dempster Sherman, wrote these lines:

"January, bleak and drear,
First arrival of the year,
Month of all months most contrary,
Sweet and bitter January!"

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| glow | sparkle | longing | crumb |
| crackle | plodding | troublesome | February |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| fagot | waistcoat | loitering | fetch |

### FEBRUARY

How do a few snowdrops "prove the world awake"?
Do you like the comparison of the lambkin with the snowdrop? In what are they alike?
Can you use another word for "braving"?
March is the windy month. Have you heard the winds "sing"?

"Sway" and "whirling" are words aptly used. Can you use another apt word for each?
What does the second stanza on the page make you see? The third?
"fulfilled my day"—completed my task; performed my mission.
What word can we add to the last line, p. 178, to make the meaning clear? (hasten)
Which lines rhyme?
Read the page to bring out the pictures clearly.
Vocabulary: *delight.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| pale | stalk | sway | snowdrops |
| lambkin | rattle | whirling | discloses |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| tottering | fleece | braving | eddy |

MARCH

"an arouse"—an awakening sound; an alarm.
"the world's wide house"—throughout the wide world.
"the sole of my flying foot"—leave-taking; when March leaves violets spring up.
"frail"—tender; not strong.
"wind-flower"—anemone.
"quake"—to quiver; to shake.
"fruit"—the catkin's fruit is its ripened seed.
Which lines rhyme?
What pictures does the last stanza give you?
Have you ever heard the wind "making music" in the tree tops?
What does the poet fancy the branches of the trees to be? (harp-strings)
"say me nay"—prevent me.
Vocabulary: *rend.*

William Cullen Bryant wrote these lines of March:

"The stormy March is come at last,
With wind and cloud, and changing skies;
I hear the rushing of the blast,
That through the snowy valley flies."

Another poet, Bayard Taylor, wrote:

"With rushing winds and gloomy skies
The dark and stormy Winter dies:
Far-off, unseen, Spring faintly cries,
Bidding her earliest child arise:
March!"

And Helen Hunt Jackson wrote:

"Ah March! we know thou art
Kind-hearted, spite of ugly looks and threats,
And, out of sight, art nursing April's violets."

**Spell and Pronounce**

| | | |
|---|---|---|
| **ashore** | sole | threshold |
| **uproot** | quake | harpstrings |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| **wrestle** | frail | wrench |

### APRIL

Did you ever see eggs in a sparrow's nest? How many eggs were there?
What picture does the first stanza give you?
What can sparrows do, even though they cannot sing?
Read the lines that tell what April asks the sparrows to do.
April calls March "the most flying" month. Why is this apt?
Why does March call April "hope and sweetness"?
What picture does the second stanza give you?
For what is the nightingale noted?
What does April mean by saying that the nestlings will "all be nightingales one day"?
Does "country side" mean the region or the people?
When will they "charm the country side"?
Read the page to make the pictures clear to others.

Samuel T. Coleridge wrote:

" 'Tis a month before the month of May
And the Spring comes slowly up this way."

The poet Whittier wrote:

"Again the blackbirds sing; the streams
Wake, laughing, from their winter dreams,
And tremble in the April showers
The tassels of the maple flowers."

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| sparrows | beaks | bride | weak |
| good-bye | shrill | queen | flying |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| nightingales | charm | nestlings |

### MAY

April is the month of showers. In what way does May refer to this characteristic of April?
Read words that tell how full of happiness May is.
Use another word for "waxing."
What does May mean in saying, "all that is, is fair"?
What flowers does May name as hers?
Which of these do you know?
Read lines that tell of the flowers. Of the birds.
Read the line that tells where forget-me-nots grow.
Use another word for "blows", in the line "With all that blows."

What birds does May mention?
Which of these do you know?
The linnet and the cuckoo are English song birds.
What does the poet say their songs mean?
Does May seem to you to be such a happy month as the poet has pictured it to us in this poem?
Vocabulary: *bliss.*

Oliver Wendell Holmes wrote:

"When wake the violets, Winter dies;
When sprout the elm-buds, Spring is near;
When lilacs blossom, Summer cries
'Bud, little roses! Spring is here!'"

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| watery | gathering | lily | cuckoo |
| listened | forget-me-not | thrush | blackbird |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| bower | waxing | linnets | namesake |

JUNE

"to round"—to complete; to bring to a fit ending.
"a-gasping"—to gasp for breath; to open the mouth wide in catching the breath.
"noon"—heat of the sun at noon.
"sun-flushed"—colored red by the sun.
"by the score" here means in abundance. Literally, "score" means twenty.
Read the first stanza.
What work does the poet say the sun does for June?
"lulled"—soothed; quieted.
Does noontime seem as quiet as the poet pictures it in the words, "noontide's silence deep"?
June is called the month of roses. Can you tell why?
Read the entire page.
Vocabulary: *nestle.*

The poet Lowell wrote:

"And what is so rare as a day in June?
Then, if ever, come perfect days."

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| early | raises | silence | asleep |
| beneath | ripens | please | strawberries |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| a-gasping | score | lulled | nestle |

## JULY

"flag"—a flowering plant; the iris.
"a fellow"—an equal.
"curved pyramid of bloom"—fruit arranged in the form of a pyramid, four-sided, tapering to the top.
"hard upon"—not far off; close upon.
"arbor"—a shelter of vines; a bower.
"scatheless"—unharmed.
"recovered calm"—quiet restored after a storm or period of igtation.
When do the ears of corn come out upon the stalk?
Why do earth and air owe to July the fact that they both "smell as sweet as balm"?
What makes them smell so sweet?
Read the whole page.
Vocabulary: *flashes.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| freckled | wheels | heels | calm |
| whirlwind | peals | recovered | owe |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| pyramid | arbor | scatheless | balm |

## AUGUST

What grains are mentioned, each as "some one's bread"?
Which of these grains do you know?
Does wheat furnish "bread for man or bread for beast"?
Do oats furnish food for man or beast, or for both?
Which furnishes "a bird's savory feast"?
"Canary" here means Canary grass, the seed of which is a favorite bird food.
"savory"—pleasant to taste or smell.

Memorize lines eight to fourteen, p. 184.

These lines tell us that all men are brothers; that they are alike in flesh and in the food they eat; that "folk in fur or feather" (animals or birds) are related to man, as an adopted child is related to other children in the family; that all men and "folk in fur or feather", alike brave the "wind and weather." Is not this a beautiful view of man's relation to man and to the animals and the birds? This kinship is the ground for the doctrine of the "brotherhood of man." It follows that brotherly feeling, a spirit of kindness and helpfulness should mark our treatment of our fellowman and of our friends in "fur and feather." It is interesting to note in this connection the sentiments of other poets.

Robert Browning wrote:

"God made all the creatures and gave
them our love and our fear,
To give sign, we and they are his children,
one family here."

Samuel Taylor Coleridge wrote:

"He prayeth well, who loveth well
Both man and bird and beast.
He prayeth best, who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all."

To which season does August belong? September?
August is the "harvest" month.
What crops are harvested in August?
Why does August say September comes with "the first thought of Autumn in her eye"?
Is it merely a poetic fancy that September brings "the first sigh of Autumn wind among her locks"?
Find the lines which rhyme.
Vocabulary: *graceful.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| beast | graceful | together | airy |
| bread | feather | weather | bows |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| canary | savory | litter | brood |

SEPTEMBER

What does the first stanza make you see?
What fruits does September bring that you know?
Which of these do you like best?
Have you ever seen damsons?
What were "pearled" with dew? Note the beautiful fancy that dewdrops form "pearls" upon the fruit.
Why is September's song "half a sigh"?

Bryant said of autumn days:

"The melancholy days are come,
The saddest of the year,
Of wailing winds, and naked woods,
And meadows brown and sere."

Helen Hunt Jackson wrote of September:

"The golden-rod is yellow;
The corn is turning brown;
The trees in apple orchards
With fruit are bending down.

By all these lovely tokens,
September days are here,
With summer's best of weather,
And autumn's best of cheer."

What are "sere" leaves?
"note"—to take notice of; to count.
Do you like the poet's fancy that the autumn wind is calling the leaves and lamenting their fall?

Compare this fancy with the following:

"The south wind searches for the flowers
whose fragrance late he bore,
And sighs to find them in the wood
and by the stream no more."

"pall"—a covering or cloak.
Find the lines that rhyme.
Read the first stanza. The second. The third.
Vocabulary: *autumn; briskly.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| sigh | spread | sere | briskly |
| plums | earthy | note | lamenting |
| pears | damsons | pearled | withdraws |

OCTOBER

What cause for cheer does October mention?
What "crops" does October offer to September?
Which of these do you know?
Have you seen walnuts growing on the tree?
Do we usually light our "first fire" in October?
Have you ever roasted chestnuts?
What pictures are found in the stanza beginning with "crack your first nut"?
Read this stanza to bring out these pictures.
Why does the poet say that November looks "dim and grim"?
What are November's "dismal ways"?
Vocabulary: *crisp; sparkle.*

Helen Hunt Jackson wrote these lines of October:

"O sun and skies and clouds of June,
And flowers of June together,
Ye cannot rival for one hour
October's bright blue weather.

"O sun and skies and flowers of June,
Count all your boasts together,
Love loveth best of all the year
October's bright blue weather."

Longfellow wrote:

"My ornaments are fruits; my garments leaves,
Woven like cloth of gold and crimson dyed;
I do not boast the harvesting of sheaves,
O'er orchards and o'er vineyards I preside."

Whittier wrote:

"And shouting boys in woodland haunts caught glimpses of that sky,
Flecked by the many-tinted leaves, and laughed, they knew not why;
And school-girls, gay with aster-flowers, beside the meadow brooks,
Mingled the glow of autumn with the sunshine of sweet looks."

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| chestnut | walnut | hops | stir |
| brought | looking | crisp | blaze |

NOVEMBER

What cheer does November say she brings?
"a-chill"—chilled.
Do we often have "fog" in November?
What is a "hoar" frost?
Can you use another word for "listlessly"?
Why does the poet say that in November "the earth lies fast asleep"?
Does the earth really "sleep" in winter?
When will the earth "wake to mirth"?
Can you think of a reason for November's saying that December is "all aglow"?

Sir Walter Scott wrote:

"November's sky is chill and drear,
November's leaf is red and sear."

Lucy Larcom wrote:

"Who said November's face was grim?
Who said her voice was harsh and sad?
I heard her sing in wood-paths dim,
I met her on the shore, so glad,
So smiling, I could kiss her feet!
There never was a month so sweet."

Alice Cary said of November:

"The leaves are fading and falling,
The winds are rough and wild,
The birds have ceased their calling,
But let me tell you, my child,

"Though day by day, as it closes,
Doth darker and colder grow,
The roots of the bright red roses
Will keep alive in the snow."

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| drift | mirth | rosy | nought |
| stuffs | hollows | required | smiling |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| listlessly | nought | aglow |

### December

**Why does December want "no closed doors"?**
**Does December seem a cheery month to you?**
**Do we usually have snow in December?**
**In what way is December both the "dimmest and brightest month"?**
**What time in December do the "lengthening days" begin?** (The latter part, 21st.)
**The last two lines make an inquiry. Ask the question in your own words.**
**Can we be cheerful and happy even though the day be gray?**
**How can we have sunshine within?**
**Memorize December's speech, page 188.**
**Vocabulary:** *glee.*

Sir Walter Scott wrote:

"Heap on more wood!—the wind is chill;
But let it whistle as it will,
We'll keep our Christmas merry still."

### Spell and Pronounce

| | | | |
|---|---|---|---|
| closed | brightest | within | dancing |
| hearts | dimmest | lengthening | curtain |

## FAMOUS WORLD HEROES

### Introduction.

These Hero Stories, as well as many of the Fairy Tales, should be read mainly for the story-element. In dealing with these selections, the teacher should not interrupt the class to explain technical details, unless the meaning of some passage will otherwise be obscure. The aim is to give power, not only to hold in mind the various incidents as the plot unfolds, but also to see the relationship of these incidents to each other and to the completed narrative. Reading of this kind trains children in the ability to enjoy with intelligence a long story or a book; and this is precisely the ability most needed in later school work as well as throughout life outside the school.

## BEOWULF, THE BRAVE PRINCE

The story of Beowulf is told in a poem which is one of the most remarkable in English literature. It is considered an English poem, for the language is Anglo-Saxon and the poem depicts the manners and customs of the Anglo-Saxons before their invasion of England. The leading characters, however, are Danes and Geats (Goths) who probably lived in the southern part of Sweden.

Whether the stories told in the poem were original with the poet or adapted and connected by him has been much debated. It is probable that stories of a hero like Beowulf, partly historical, partly mythical, may have existed long before the poem was written.

Teachers should read a good translation of part, if not all, of the poem, for no adaptation can show its beauty and strength. In tell-

ing the story for children of the Fourth Grade, the aim has been to reproduce as little of the gloom and terror of the poem as possible and yet to show the simple grandeur of the central figure. Beowulf, straightforward, faithful, brave, as heroes must always be, seeking nothing for himself, is a man whom our children need to know.

How did King Hrothgar reward his warriors?
Why was Grendel angry when the men feasted in the hall?
How long did the Danes suffer from the monster, Grendel?
How did Beowulf hear about King Hrothgar's trouble?
What did Beowulf make up his mind to do?
What reason can you give for this?
(Beowulf had the spirit of the true knight. Wherever there was need of his strength, he was ready to give it, without thought of reward.)
How did Beowulf fight Grendel?
What answer did he make when King Hrothgar spoke of reward?
What was Beowulf's next battle?
Why did Beowulf refuse to touch the treasure in the monster's cave?
What did he do with the gifts which King Hrothgar gave him?
What did the Danes learn of Beowulf's character while he was in their land?
How did the Goths feel toward Beowulf?
What do you learn of Beowulf's character from his fight with the dragon?
Read again the words which Beowulf spoke just before he died.
What can you say of Beowulf that he would not say of himself?
How did the story of Beowulf become known over all the world?
How will Beowulf's life help us today?
Vocabulary: *gloomy; weapon.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| guard | swords | seized | fierce |
| Danes | warrior | Grendel | shields |
| enemies | Hrothgar | anchored | hearth |
| plunged | conquered | victorious | deceived |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| cliffs | adorn | exhausted | hilt |

## SIGURD, THE YOUTHFUL WARRIOR*

The story of Sigurd is told in the Volsunga-Saga of the old Norwegian-Icelandic literature. These legends are not peculiar to the Norse people but belong to the Teutonic race. Germany, Sweden, Norway, Denmark, and Iceland all claim the hero as their own. In Germany he is called Siegfried, but he is the same bright, brave warrior whom the more northern lands call Sigurd.

In the thirteenth century, many songs and stories about Siegfried were collected into one wonderful poem called the Nibelungen Lied.

* See "Introduction", p. 65.

This forms the oldest existing monument of German epic poetry. Since that time, many stories, poems, and plays based upon the adventures of Sigurd have been written. The operas of the great composer, Richard Wagner, are the most famous of all these works.

Where did Sigurd live when a child?
What stories did his mother tell him?
Why was Sigurd anxious to have his father's sword?
Read the words in which his mother tells him how to prepare himself to be a hero. (Page 212.)
What made other children love Sigurd?
Why was Regin unhappy?
For what purpose did he think he could use Sigurd?
What did the good king say that Regin must not teach Sigurd?
Read Regin's answer to the king. (Page 214.)
How did Regin try to find out if Sigurd cared for gold?
Read the words used by Sigurd in telling the king what the old man said to him.
What was Regin trying to do when he told Sigurd that he was not like his father?
Read Sigurd's answer. (Page 219.)
What beautiful thing happened after Sigurd killed the dragon?
What was the name of the princess whom Sigurd saved?
What fairy story about a sleeping princess do you know?
Vocabulary: *deceit; deed.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| anvil | swam | cruel | Brunhild |
| Sigurd | Regin | guarded | princess |
| Sigmund | patient | confidence | forward |

**Tell the Meaning: (a) from Context, (b) from Word List**

welded anvil grazing hero

## ROLAND, THE NOBLE KNIGHT*

The legend of Roland is one of the oldest epics of early French literature. Most of the stories are believed to be without historical foundation, but the most beautiful of all, the "Song of Roland," seems to commemorate an event which occurred about 778 A. D.

Eginhard, the secretary and minister of Charlemagne, tells in his "Annals" that certain Saracens came to that great ruler in the year 777 and offered to acknowledge him as their king. In consequence of this, Charlemagne made an expedition into Spain and took several cities, but when very near Saragossa, he turned north without taking that city. As the army crossed the Pyrenees mountains, the rear-guard was attacked by the Gascons and all were slain. Roland, governor of the March of Brittany, was one of those who fell, fighting bravely.

This is all that history tells us about Roland. How the legend grew to its present proportions is not known. It is probable that

* See "Introduction", p. 65.

the loss of the rearguard was sung by minstrels soon after the battle and that the Bretons took up these songs, making their own lord, Roland, the central figure. His prowess was sung until popular belief endowed him with strength and skill beyond that of mortals.

The legend gives us the manners and customs of a time when France was leader in Europe. It shows us the fighting life of the early middle ages and for this reason was very popular. The Norman chronicler, Wace, in his account of the Battle of Hastings or Senlac, tells us that a minstrel rode before Duke William, "singing of Roland and of Charlemagne, of Oliver and the knights who died at Roncevaux."

Where did Roland live when a child?
Who was Oliver?
When did Roland first see his uncle?
Where did Roland live when he left the hillside?
What happened the first time Roland went out to battle?
What did Roland say when people praised his brave deeds?
When did he again meet Oliver?
What plan did the Saracens make to save Saragossa?
Why did Ganelon hate Roland?
If you knew nothing about Roland except what Ganelon tells the Saracens about him, how do you think you would feel toward him? Read lines to explain your feeling.
What reason did Ganelon give for being sure that Roland would remain with the rearguard?
Why did not Roland blow his horn for help when the enemy first came?
When did he blow it?
Why did Roland turn his face toward the land of Spain when he knew he was dying?
Vocabulary: *hurl; confident.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| Sutri | protect | coarsest | Marsilius |
| Italy | nephew | governor | Saragossa |
| Ganelon | France | trumpets | obedient |
| Roland | Charlemagne | imagined | Saracens |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| lance | deceive | archbishop | circled |

## THE WHARF

Who was Franklin?
What did he do for Philadelphia?
What did he invent?
What do you see on the illustration on page 250 that typifies one of his inventions?
Tell of his writings.
Franklin did many things for his country. What one is mentioned here?
Do you know of any others?

"Salt marsh"—low grass-land near the ocean, sometimes overflowed by it.
"High water"—when the tide comes in from the ocean.
Why did the boys need a wharf?
Of what did Franklin propose to build it?
Why were the stones in that particular place?
The boys worked very hard and the wharf was very useful; did this excuse them for taking what did not belong to them?
What did Franklin's father think about it?
Did Franklin finally agree with him?
Read the entire story.
Notice that "inquiry" (ĭn kwīr' ĭ), "opponent" (ŏ pō' nent) and "quagmire" (kwăg'mīr) are often mispronounced. Drill on these words until pupils use them correctly.
Vocabulary: *inquiry; plead.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| canoe | minnows | scrapes | molds |
| assumed | diligently | removers | pleaded |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| inclinations | proposal | assembled | convinced |

## A TRICK FOR DOING GOOD

Franklin did many things for his country. What one is mentioned here?
Do you know of any others?
What does the story of the loan tell you about Franklin's nature?
If the man to whom the loan was made was really "honest and worthy" would he want to keep the money after he no longer needed it?
What plan had Franklin for the return of the loan?
What do you think of the plan?
How could a "knave" spoil the plan?
A "trick" is a sly way of doing things; to be "cunning" is to be sly.
Why do you think Franklin called this a "trick" and himself "cunning"?
Would the world be better if there were more such "tricks for doing good"?
What does this story tell you of Franklin's nature?
Vocabulary: *cunning; diligently.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| enable | discharge | requiring | honest |
| business | distress | cunning | similar |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| louis d'ors | progress | prosperity |

## WE THANK THEE

Who wrote this poem?
What sentence on page 254 does the picture on the same page illustrate?
Where did the poet live?
What does the first stanza tell us we should be thankful for? The second? The third? The fourth?
Can you think of other things for which we should be thankful? (Books.)
What is meant by "blue of stream"?
What does "fragrant air" mean?
It is better to be thankful for the blessings that we have than to complain about those we do not have.
We have a public Thanksgiving Day once each year to remind us of our duty of giving thanks.
When does Thanksgiving Day come each year?
Vocabulary: *fragrant.*

**Tell the Meaning: (a) from Context, (b) from Word List**

guidance astray fragrant

## A FABLE

What did the mountain call the squirrel?
Read Bun's reply.
What advantages does the squirrel claim over the mountain?
What is meant by "all is well and wisely put"?
Vocabulary: *sphere.*

**Spell and Pronounce**

replied occupy track

**Tell the Meaning: (a) from Context, (b) from Word List**

sphere spry talents

## THE DROVERS

It is interesting to see how an author writes out of his own experience. One who lives in the country writes of country scenes, while the one who travels in foreign lands writes of what he sees there that impresses him. It is well for the children to notice that the author writes about things that interest him. Whittier is peculiarly the writer of homely scenes of farm life. *Snowbound, The Drovers, The Fishermen,* and *The Fish I Didn't Catch* are based upon scenes familiar to Whittier.
Where did Whittier live?
What kind of subjects did he write about?
What do you learn about Whittier's home surroundings from the picture on page 257?
What great poet was born the same year as Whittier?

What great poet was born near Whittier's birthplace?
Whittier could not go to college. Name some poets of his time that did go to college.
What does the picture on page 258 show you?
What does Whittier say rest is? Life?
What does the second stanza tell you?
Read the lines that tell about the tavern.
What does stanza three make you see? Stanza six?
With what does Whittier compare the dust-clouds made by the cattle?
With what does he compare their horns as they glisten in the sun?
Read lines that tell what happens when the cattle break into the fields.
Is this a good picture?
Why does the poet say "baffled truants"?
Why does he speak of the farmer as "startled"?
What kind of trees does the poem mention?
What evening music is mentioned? (The cricket's and the frog's.)
What does the poet mean by saying that "the sickle of yon setting moon the meadow-mist is reaping"?
Which direction does the poem say the drovers are to travel tomorrow?
What tells you that they will start early?
Would the "pines of Kearsarge" see the sun earlier than the drovers would see it at the tavern?
To what time of year does this poem refer? What tells you?
Read each stanza as you study it, then read the entire poem at the close of the study for the pictures and the pleasure they give.
Vocabulary: *drove; stately.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| cheery | beckons | rising | wayside |
| weary | startled | closing | driving |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| beechen | ample | baffled | sickle |
| stately | sally | bassoon | fallow |

## THE FISHERMEN

Who is talking in this poem?
What are "seaward" breezes?
What does the first stanza make you see? The third? The sixth?
Why do the fishermen say "hurrah"?
What is a boat's anchor? What is its use?
Why do the fishermen say "lubber" landsmen?
Find another name given the landsmen in this poem (coward).
"cot"—means cottage here. Can you tell why the poet does not use "cottage" instead?
What is meant by "working out our lot"?
What words in *The Drovers* mean the same thing?

What is meant by "breath of heaven"?
What are the "change and chances of the ocean and the sky"?
In what way is the landsman like a "weed"?
Find the lines that rhyme in each stanza.
Use in sentences:

dŭll—uninteresting.
guīde—to direct; to point the way.

See that pupils understand the following:

"amain"
"heave up"
"scattered pines"
"field of harvest"
"scaly tribes"
"teeming waters"

Vocabulary: *teeming.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| seaward | steeple | waving | reels |
| landsmen | scattered | change | lubber |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| amain | reap | scaly | congeals |

## THE FISH I DIDN'T CATCH

Why did the poet and his brother like to go to the brook?
Why did Whittier like to go with his uncle?
Read the lines that give you a picture of the day on which he took one of these trips with his uncle.
In your own words tell what "haunts of pickerel" means to you.
"Never brag of catching a fish until he is on dry ground", was his uncle's advice. Do you think this was good advice?
Is it as good now as at the time of Whittier's boyhood?
Does this advice apply to other matters besides fishing?
Can you think of such a case?
Can you think of a reason for Whittier's remembering his first fishing trip "as if it were but yesterday"?
Use in sentences:

boast to brag.
pā'tience (shĕns)—a temper which bears trouble and delay without fretting.

See that children understand the following:

"bachelor uncle"
"proverb of universal application"
"anticipate the credit"
"actual achievement"
"particular instance"
"arrowy gleam"

Vocabulary: *shrewd; boast.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| attraction | trudged | anxiously | wriggling |
| afforded | accompany | appealingly | reminded |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| **experience** | **pickerel** | **assurance** | **universal** |
| **imitation** | **hassock** | **anticipate** | **application** |

## DAYBREAK

**Read lines that show the poet is thinking of the wind as a person.**
**What other objects named in the poem is he thinking of as persons?**
**Where does the poet say a wind came from?**
**What is a mist or a fog?**
**Do mists often hang at night over the land near the sea?**
**What scatters these mists in the morning?**
**Pronounce the word "mists," to give the full sound of the last "s." Read the first two lines, making sure of the full sound of "mists."**
**Does the wind generally rise at daybreak?**
**Do you think this is the meaning of the first stanza?**
**What does the wind do for the ships at sea?**
**Why cannot ships go ahead when there is a heavy fog?**
**Can you picture the ships at sea when the wind rises?**
**What does "hailed" mean? "Mariners"?**
**What does the wind do for the forest?**
**What are the "banners" of the forest?**
**When the wind rises, what does it do to the leaves?**
**What does the wind do for the birds in the woods when it rises in the morning?**
**Why were the bird's wings "folded"?**
**The common name for "chanticleer" is cock, or rooster.**
**"Clarion," a clear sound like a trumpet.**
**Why does the rooster "blow" his clarion?**
**What does the wind do with the rooster's "clarion"?**
**What did the wind whisper to the fields of corn?**
**Have you ever heard the wind "whisper" through the corn?**
**Have you ever seen the corn fields when the wind blew hard?**
**What did the wind want the bell in the tower to do?**
**In olden times it was the custom in towns to ring the church bell at six o'clock in the morning to tell the people that it was daybreak. Read lines that refer to this old custom.**
**Try to see the picture in each stanza.**
**Tell what you see in each picture.**
**Which picture do you like best?**
**Which picture do you see most clearly?**
**Who wrote this poem?**
**Vocabulary:** ***hail.***

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| **landward** | **folded** | **shouted** | **fields** |
| **banners** | **whispered** | **awake** | **coming** |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| **mariners** | **chanticleer** | **clarion** | **proclaim** |

## HIAWATHA'S FISHING

### The Pike and the Sun-fish

What people particularly interested Longfellow?
What in the picture on page 266 reminds you of this?
Gitche Gumee is the Indian name for Lake Superior. It means "Big-Sea-Water." Why is that a good name?
Why was the sturgeon called the King of Fishes?
The aim of the Indian boy was to be brave and strong, a great hunter, fisher, and warrior. How does this help to explain why Hiawatha was so happy as he went "all alone" to catch the sturgeon? Was he really "all alone"?
What do the first eight lines make you see?
Why do you think Hiawatha fished only for the sturgeon?
What other fishes could he see in the water?
What words tell you that Hiawatha could see through the water?
To what is the perch compared? The craw-fish?
Did you ever see a craw-fish? Did it look spider-like?
What "plumes" do you think Hiawatha wore?
Notice the squirrel sitting "on the bow," in the illustration, p. 269.
What "armor" of the sturgeon is mentioned?
What do you learn of the sturgeon from this description of him?
Do you think it would be easy to catch him?
What does "vainly" tell you?
The sturgeon spoke of Hiawatha as "a rude fellow." Find another name the King of Fishes gave him.
Why did Hiawatha "scorn" the pike?
Why was the sturgeon so certain Hiawatha must be a "boaster"?
Which would have been easier to catch, the pike or the sturgeon?
Why did Hiawatha shout in "derision" when he saw the sun-fish?
Vocabulary: *scorn; clamor.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| stern | pike | prairie | gills |
| cedar | perch | reeling | tighten |
| birch | depths | sturgeon | forehead |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| exulting | azure | clamor | whirlpool |
| transparent | vainly | projecting | derision |

### Nahma, the Sturgeon

Why was the sturgeon angry when Hiawatha put the sun-fish back?
What did he do?
How did the sturgeon prove his great size and strength?
Read lines that tell how Hiawatha overcame the sturgeon.
What led Hiawatha to christen the squirrel?
Read lines that tell you how Hiawatha was rescued.
What qualities did Hiawatha show in his adventure with the sturgeon?
Vocabulary: *armor; turmoil.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| **clashing** | beating | pebbles | **rifts** |
| **plunges** | cavern | swallowed | prey |
| **wonder** | darksome | throbbing | peril |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| **wavering** | gesture | contending | **achievements** |

## THE SUNKEN TREASURE

### The Unsuccessful Voyage

*Grandfather's Chair*, one of Hawthorne's most famous books, pictures early New England life by means of tales, which a grandfather tells while sitting in his old arm-chair. "The Sunken Treasure" is one of these stories.

Picture the room and the chair mentioned in the first paragraph.

Picture Sir William Phips as he sat in Grandfather's chair, and read the lines that give you this picture. Fill out your picture in full detail. Why was it fitting that the chair was newly varnished at the time of this story?

Is this the picture of Phips before he went in search of the sunken treasure or after his return?

Read the lines that tell you.

Read the lines that tell you of the early life of Sir William Phips.

What promise did he make his wife?

Why did he speak of his future success with such confidence?

Read the lines that tell of his first voyage to recover the lost Spanish treasure.

What led King James to aid Phips by placing him in command of the Rose Algier?

Read the paragraphs that give an account of that expedition.

Vocabulary: *foliage.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| displayed | tempests | wreck | compel |
| magnificent | dangerous | bottom | wealth |
| roughened | Massachusetts | hewing | vessel |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| adze | cruised | immense | reef |
| tufted | acquired | apprenticed | pirate |
| aspect | province | endeavoring | mutiny |

### Phips Finds the Treasure

Why did not King James give Phips further aid?

Who next assisted Captain Phips?

Read the lines that tell you.

Explain: "transparent."—p. 280.

"The boat's crew proceeded to the reef of rocks."—p. 280.

"sunken cannon."—p. 282.

Read lines that tell what articles were found.

Read lines that tell of the money-bags that were found.

What was the total value of the treasure secured?
Read lines which tell you that Captain Phips kept his promise made to his wife.
Vocabulary: *obscure.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| gazed | shrub | galleon | dwelt |
| rowed | diver | radiance | fitted |
| swell | sailor | concealed | fulfill |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| crevice | groping | masses | bullion |
| flaunted | confidently | grandee | estimated |

## THE MIRACULOUS PITCHER

### Baucis and Philemon

Tell what you can of Hawthorne.
Read lines that tell what kind of old people Baucis and Philemon were.
Were they rich or poor?
Read lines that tell what Philemon thought might happen to the village children. To the villagers.
Read Philemon's words which tell his idea of hospitality ("so long as Providence affords us a crust of bread, let us be ready to give half of it to any poor homeless stranger that may come along and need it.")
Did Baucis have a similar idea of hospitality? Read words that tell.
Read lines that picture the location of the cottage of Philemon and Baucis.
Tell what you see in your picture.
Read lines that tell what these villagers did, which Hawthorne thinks you will find hard to believe.
Vocabulary: *sympathy.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| curs | shaking | traveler | Baucis |
| pity | seldom | glided | Philemon |
| ready | spoonful | fruitful | already |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| frugal | hospitality | fertile | ancient |

### The Two Travelers

Read lines that tell how the travelers looked.
How did Philemon think they would feel after their treatment at the hands of the villagers?
Do you think Philemon's welcome "raised the spirits" of the travelers?
What do you understand by "raising their spirits"?
Tell of the appearance and dress of the two travelers.

How did the younger of the travelers account for his being so light-footed?
What time of year was it when these events occurred?
Vocabulary: *singular.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| cries | effort | heartiest | though |
| money | climb | lodging | accord |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | |
|---|---|---|
| muzzle | yelp | rude |

### The Marvelous Staff

Tell what you can about the staff.
What words of Philemon to the travelers show that his *idea* of hospitality was to be *practiced* by him? ("We are poor folks, but you shall be welcome to whatever we have in the cupboard.")
What marvelous thing happened? (p. 289.)
What question did the elder traveler ask concerning the village?
Read Philemon's answer to this question.
Read the words of the elder traveler in reply.
What did the younger traveler give as his name?
This is a story of mythology; Mercury (Quicksilver) is the messenger of the gods.
What odd circumstance does Hawthorne tell about the staff?
Why was the staff "marvelous"?
Vocabulary: *marvelous.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| twisting | hopped | shaken | oddest |
| astride | rippling | merriest | recollect |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| personage | mysterious | apologies | exclaimed |

### The Wonderful Supper

Read lines that tell about the scanty supper.
What wonderful thing happened to the milk in the pitcher?
What wonderful thing happened to the bread?
Tell about the honey.
Why did Philemon call the two travelers "wonder-working strangers"?
Vocabulary: *hostess.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| empty | bowl | slyly | bottom |
| excellent | odor | fountain | bubbling |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| remotest | cascade | exquisitely | quaff |

### The Punishment of the Villagers

How did Quicksilver account for the fountain of milk in the pitcher?
What was peculiar about the staff?
Read lines that tell what kind of voice the elder traveler had.
Read the words of the elder traveler, as the "four started from the cottage."
What change had come over the village which the travelers noticed at this time?
Read lines that tell what became of the villagers.
Vocabulary: *guest; stirring.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| evening | guests | smiling | stirring |
| couple | blessed | mischief | appetite |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| repose | bewitched | existence | gridiron |

### The Reward of Baucis and Philemon

What reward came to Baucis and Philemon?
"Show hospitality in yonder palace, as freely as in the poor hovel to which you welcomed us last evening," said the stranger.
Can you think of a reason for his giving this advice?
Tell about the oak and the linden-tree.
What sound did a wayfarer hear who paused beneath these trees?
Read parts of the story that you like best.
Vocabulary: *hospitality; miraculous.*

**Spell and Pronounce**

| | | | |
|---|---|---|---|
| marble | making | knees | resemble |
| whatever | residence | fluid | circular |

**Tell the Meaning: (a) from Context, (b) from Word List**

| | | | |
|---|---|---|---|
| draught | portal | curmudgeon | wayfarer |